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ABSTRACT

The Secondary Transition Intervention Effectiveness Institute conducts applied research, program evaluations, and evaluation technical assistance in the areas of secondary special education and transitional services for individuals with disabilities. This annual report describes activities carried out during the fourth year of the Institute's operations, focusing on a literature review, annual meeting for model demonstration project directors, communication among project directors, research, evaluation technical assistance, evaluation research, experience for graduate students, and the performance measurement system that is used to monitor all Institute activities. Specific research studies described include: social ecology of the workplace, co-worker involvement, parents of young persons with special needs in transition, assessing and facilitating employers' attitudes toward hiring employees with disabilities, and transition policy analysis. Reports are also presented on four evaluation research programs: model program database and competition analysis, meta-analysis of employment outcomes, analysis of extant data sets, and research on evaluation approaches. (JDD)

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Annual Report 1989

Frank R. Rusch
Lizanne DeStefano

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TRANSITION INSTITUTE AT ILLINOIS

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The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

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FOURTH ANNUAL REPORT

1989

Secondary Transition Intervention

Effectiveness Institute

University of Illinois at Urbana-Champaign

Frank R. Rusch

Lizanne DeStefano

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Introduction to Tasks and Activities

TASK 1 -- Literature Review. This section includes methods related to literature reviews pertaining to the research, evaluation, and technical assistance activities of the Institute. Specifically, this section describes the procedures and literature sources that are searched to stay abreast of most recent studies and findings.

TASK 2 -- Annual Meeting. Procedures for planning and conducting the Annual Meeting for model demonstration project directors are discussed. This section describes the workscope for this task and the procedures for developing logistical plans for developing meeting agendas and for determining the extent to which the objectives of the meeting are met.

TASK 3 -- Communication. This section describes specific mechanisms that are used to foster communication among the model demonstration projects and between the projects and the Institute.

TASK 4 -- Research. The specific research studies conducted during the fourth year of the contract are described. In each case, a summary of Major Findings is included. The research programs include: Social Ecology of the Workplace, Co-worker Involvement Parents of Young Persons with Special Needs in Transition, Assessing and Facilitating Employers' Attitudes toward Hiring Employees with Disabilities, and Transition Policy Analysis.

TASK 5 -- Evaluation Technical Assistance. This section describes specific procedures that were employed to provide evaluation technical assistance to the model demonstration projects. Also, detail is provided regarding the Institute's intentions during Year 5.

TASK 6 -- Evaluation Research. The procedures, major findings, and future activities associated with each of the four evaluation research programs are reported. The five programs are: Model Program Data Base and Competition Analysis, Meta-Analysis of Employment Outcomes, Project Continuation, Analysis of Extant Data Sets, and Research on Evaluation Approaches.

TASK 7 -- Experience for Graduate Students. This section describes specific experiences.

TASK 8 -- Performance Measurement System. This section presents the performance measurement system that is used to monitor all Institute activities.

Attachments List

TASK 1 - Library

1.1 Annotated Bibliography on Transition from School to Work, Volume 4.
1.2 Topical Bibliographies
1.3 New Holdings Listing
1.4 Transition Institute Publications in ERIC Database
1.5 OSERS Project Status Report - Inactive Files
1.6 OSERS Project Status Report - Active Files

TASK 2 - Annual Meeting

2.1 Annual Meeting Proceedings Document
2.2 Fifth Annual Meeting Agenda

TASK 3 - Communications

3.1 All four copies of Interchange published during the year
3.2 Publications List

TASK 4 - Applied Research

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4.1A Social Ecology of the Workplace: An Examination of Contextual Variables Affecting the Interaction of Workers With and Without Mental Retardation
4.1B Review Chapter on Social Skills Training
4.1C Training Script
4.1D Loneliness Assessment Instrument

Co-Worker Involvement

4.2A Co-worker Involvement Manual and Index
4.2B Technical Report on Psychometric Properties of Co-worker Involvement Instrument
4.2C A Descriptive Analysis of Co-worker Involvement in Supported Employment
4.2D An Analysis of Co-worker Involvement in Relation to Type of Placement Model
4.2E Model of Co-worker Involvement
4.2F Co-worker Involvement Scoring Manual and Instrument - Revised

Parent Involvement

4.4A Draft Questionnaire for Parent Involvement Manual
4.4B Data Analysis Plan for Parent Involvement Study
4.4C Letter of Consent Mailing for Parent Involvement Study

Employer Acceptance

4.5A Assessing Employer Attitudes toward Hiring Persons with Disabilities

Policy Analysis

4.6A A Value-Critical Analysis of Transition Policy
4.6B State Transition Planning: A Comparative Analysis

TASK 5 - Technical Assistance

5.1 Evaluation Analysis Worksheet
5.2 Dissemination Series Papers
5.3 Evaluation Needs Assessment

TASK 6 - Evaluation Research

Model Program Data Base

6.1A 1989 Compendium of Project Profiles
6.1B Secondary Special Education and Transition Services: Model Program Overview and Recommendations
6.1C A Descriptive Analysis of Competition 84.078B: Postsecondary Model Programs

Meta-Analysis

6.2A Case Study Questionnaire
6.2B A Comparison of Successful and Unsuccessful Cases of Vocational Placements of Developmentally Disabled Youth

Continuing Projects

6.3A Coding Scheme for Continuation Study
6.3B Telephone Questionnaire

Extant Data

6.4A Transition Literature Review, Volume 3
6.4B Digest on Youth in Transition, Volume 2
6.4C Transition Literature Review Retrieval System
6.4D Human Judgment and the Logic of Evidence
6.4E Analysis of Seven Behavioral Domains of Independent Living
6.4F Cognitive Return of Schooling
6.4G Who is Caring for the Handicapped?

Evaluation Research

6.5A Project Director's Diary
6.5B Directions for Use
6.5C Preliminary Report
6.5D Mapping Project Printout
6.5E Case Study Monograph

PREFACE

Providing appropriate educational and employment opportunities for persons with handicaps has posed significant, long-standing problems for our nation's citizens, employers, policymakers, and educators. Over the past 15 years, federal and state legislation has begun addressing the complexities of providing appropriate secondary education and transition services to our nation's youth. In the 1983 Amendments to the Education of the Handicapped Act Amendments of 1973 (EHA P.L. 98-199), Congress sought to address directly the major educational and employment transition difficulties encountered by these youth. Section 626 of P.L. 98-199, entitled "Secondary Education and Transitional Services for Handicapped Youth," authorized the Office of Special Education and Rehabilitative Services (OSERS) to spend approximately six million dollars annually in grants and contracts intended to strengthen and coordinate education, training, and related services, thereby assisting youth in making the transition to employment.

As part of the Secondary Education and Transitional Services for Handicapped Youth initiative, the University of Illinois at Urbana-Champaign was contracted in August of 1985 to assist in evaluating and extending the impact of the federal initiative. The Secondary Transition Intervention Effectiveness Institute at the University of Illinois is studying the issues and problems related to secondary educational and transitional services through 1990. The mission of the Transition Institute at Illinois is threefold. It addresses a series of interrelated applied research, program evaluation, and evaluation technical assistance needs related to secondary special education and transitional services.

We are pleased and extremely proud to report on the work completed during the fourth year of the Transition Institute at Illinois and, specifically, on the progress of the various research programs.

Frank R. Rusch
Director and Professor of Special Education

Lizanne DeStefano
Associate Director and Assistant Professor
of Educational Psychology

TASK 1: Literature Review

(Lynda Leach)

Summary of Year 4 Activities

The Transition Institute Library continues to have as its main focus the collection, review, and organization of material and literature in the area of transition. The final product of these efforts is the annual Annotated Bibliography on Transition from School to Work, Volume 4 (Attachment 1.1) which facilitates information sharing nationwide. This year's bibliography contains a separate video listing on supported employment and transition which provides contact information for buying or renting videos for educational and marketing purposes.

Collection development, acquisitions, cataloging, compilation of topical bibliographies (Attachment 1.2), database searching, accessing SpecialNet, document delivery to Transition Institute staff, periodic dissemination of new holdings listing (Attachment 1.3), reference, entering Transition Institute Publications in ERIC database (Attachment 1.4), and information requests are routine library functions performed by the staff.

Library holdings have grown to approximately 1,800 documents through our collection efforts. These are made readily available to Institute graduate students and research faculty. Information requests regarding transition received from outside the Institute are handled more frequently than in previous years. References and citations, contact information, and sometimes bibliographies are provided to these requestors, so that they may locate locally the actual article(s) or document(s).

A unique and important component of the Library's holdings is the OSERS project files, which contain project proposals, continuation reports, final reports, and project products organized by competition and file number. Due to the inherent link of these model projects with the Transition Institute, the Library benefits from having collected in one place, material from 208 model demonstration projects. This organized collection will continue to be an important resource to professionals in the field as evaluation continues on the effectiveness of the federal transition initiative. A quarterly report on the status of reports (final and continuation) received from OSERS projects is another product generated from our computerized database. The attached report of inactive OSERS projects shows receipt of 77 final reports out of 116 inactive projects which owe us final reports (66% return) (Attachment 1.5). The attached active listing reflects 92 remaining active projects (Attachment 1.6).

Microfiching of all project files has been completed by Micrografix, a local rehabilitation program serving persons with analysis. This archival storage will insure future access and security to these unique original files. A Canon Microprinter 50 was purchased to facilitate reading and copying fiche from these files as well as from ERIC fiche files. It is housed in the Library.

Graduate Student Involvement

Adrienne Harmon, graduate assistant (.67 FTE), is involved in many aspects of the daily operation of the Transition Institute Library. She is responsible for all data entry in our Notebook data base for generating the annual bibliographies on transition from school to work for handicapped youth. She contributes to literature searching by accessing the University of Illinois Library Computer System for appropriate books and journal

articles relating to transition. She also inputs and updates information for the data base for project information, from which is generated quarterly status reports and other pertinent listings. Other technical responsibilities include author card generation for the Library card catalog, and OSERS project file maintenance for 208 projects, which includes such tasks as copying and setting up of duplicate files with appropriate labels.

Adrienne has become invaluable in all technical aspects of the production of the Library's annual bibliography, which includes conversion of the Notebook database to word processing for final printing. Daily, she contributes responsibly and conscientiously to providing library services to faculty and graduate students.

Overview of Year 5 Activities

The accompanying management plan for Year 5 reflects a continued commitment to efficient and effective library operation and literature review.

Management Plan for Year 5

TASK 1: Literature Review

Task Manager: Lynda Leach

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
1.1	Systematically review literatures on evaluation methodology, efficacy of secondary and transitional services, and relevant research pertaining to transition	Written abstracts and annotations	8-21-89	ongoing	LL, AH
1.2	Online database searching (DIALOG) of ERIC, ECER, etc.	Computer bibliographies	8-21-89	on demand	LL
1.3	Weekly access SpecialNet/ dissemination	Information updates	8-21-89	ongoing	LL
1.4	Systematically review and input information/material received from all OSERS projects to OSERS Product Listing and bibliography file. Preview project videos & abstracts	OSERS Product Listing/ Transition file	8-21-89	ongoing	LL, AH
1.5	Quarterly reporting of project status re: final reports and continuations	Quarterly report	4-89	ongoing	LL
1.6	Print out and distribute acquisitions listings from searches and projects to all Institute faculty	Acquisitions List	8-21-89	ongoing	LL, AH
1.7	Complete initial draft of Annotated Bibliography series (Vol. 5)	Draft	8-21-90	4-15-90	LL, AH
1.8	Circulate initial draft form of Annotated Bibliography (Vol. 5) to Institute Advisory Committee for review, critique, and evaluation	Evaluative reviews	4-25-90	5-16-90	LL, IAC, ML
1.9	Revise, print, and disseminate the annotated series to professionals in the field, professional organizations, ERIC Clearinghouse, Univ. of IL Special Collections	Complete Vol. 5 Annotated Bibliography	6-1-90	7-30-90	LL, CD
1.10	Review OSERS project material/ information received for inclusion in Interchange	Interchange article	8-21-89	quarterly	LL, AH, ML
1.11	Reference and information requests answered	Citations and references, contact information and topical bibliographies	ongoing	ongoing	LL

LL - Lynda Leach
AH - Adrienne Harmon, Graduate Research Assistant
IAC - Institute Advisory Committee
CD - Cindy Dobbs
ML - Merle Levy

TASK 2: Annual Meeting

(Dr. Janis Chadsey-Rusch)

Summary of Year 4 Activities

The Project Directors' Fourth Annual Meeting was held December 1-2, 1988, at the Loews L'Enfant Plaza Hotel in Washington, D.C. As in the past, the purpose of the meeting was (a) to provide an update of the activities of the Transition Institute, and (b) to provide an opportunity for project directors to disseminate information to one another.

The meeting was designed on the basis of input from the project directors who had attended the Third Annual Meeting. For example, more time was allocated for roundtable discussion sessions and featured project speakers.

After the meeting, two additional activities took place: an evaluation report was written about the meeting, and a meeting proceedings document was compiled (Attachment 2.1).

The Institute continued to subcontract with the Office of Conferences and Institutes (OCI) on the University of Illinois campus to assist with coordinating the meeting. OCI was responsible for making all of the hotel, conference room, food, and audiovisual arrangements. In addition, OCI staff conducted advance registration of the meeting; answered pre-meeting requests and inquiries; provided name badges, ribbons, pens, and rosters; conducted on-site registration; and remained on site for the duration of the meeting. After the meeting, OCI handled all the financial matters with the hotel and provided a roster of all meeting participants.

The Project Directors' Fifth Annual Meeting will again be held in Washington D.C. at Loews L'Enfant Plaza Hotel. The date for the meeting

will be November 14-15, 1989. Based upon feedback from the participants at the Fourth Annual Meeting, the format for the 1989 Meeting will be similar to what it has been in previous years (Attachment 2.2). Roundtable discussion sessions will be scheduled again, and there will continued to be two keynote presentations. There will continue to be a session with OSERS personnel, featured project speakers, and an exchange dissemination/poster session.

Overview of Year 5 Activities

The format for Year 5 activities will be similar to the format for Year 4 activities (see Management Plan). Beginning in August and continuing until the Project Directors' Fifth Annual Meeting in November, we will work closely with OCI to make certain that all plans are finalized and that all pre-meeting requests are handled in an appropriate manner. An evaluation form will be designed for the meeting. In addition, a program booklet and packet of materials will be developed, printed, and packaged.

During November 14-15, members of the Institute faculty will conduct the meeting. After the meeting, the evaluation responses will be analyzed and a report prepared. In addition, a conference proceedings document will be compiled, written, and disseminated.

Management Plan for Year 5

TASK 2: Annual Meeting

Task Manager: Dr. Janis Chadsey-Rusch

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
2.1	Initiate weekly contacts with the Office of Conferences and Institutes (OCI) regarding conference planning, arrangements, and management	Written notes	8-21-89	12-9-89	OCI, JCR
2.2	Finalize food and audiovisual arrangements	Food and audio-visual equipment arranged at meeting	8-21-89	11-10-89	OCI
2.3	Follow-up pre-meeting requests	Requests fulfilled	8-21-89	11-13-89	OCI, JCR, ML
2.4	Finalize agenda	Agenda	8-21-89	10-1-89	JCR
2.5	Conduct meeting registration	Registration form	8-21-89	11-13-89	OCI
2.6	Design evaluation form	Evaluation form	8-22-89	10-20-89	JCR
2.7	Develop materials for meeting packets	Packet materials	8-21-89	10-15-89	JCR, ML
2.8	Print materials for packets	Printed materials	10-15-89	11-6-89	ML, OCI
2.9	Assemble packets	Assembled packets	11-7-89	11-9-89	ML
2.10	Pack for meeting	Packed boxes	11-9-89	11-10-89	ML
2.11	Conduct meeting	Meeting	11-13-89	11-15-89	OCI, IPI
2.12	Compile and write up evaluation results	Evaluation report	11-20-89	1-15-90	JCR
2.13	Write Proceedings document	Monograph	1-15-90	5-15-90	JCR, ML
2.14	Disseminate Proceedings document	Monograph	5-15-90	7-15-90	JCR, ML

JCR - Dr. Janis Chadsey-Rusch
ML - Merle Levy
IPI - Institute Principal Investigators
OCI - Office of Conferences and Institutes

TASK 3: Communication

(Merle Levy and Cindy Dobbs)

Summary of Year 4 Activities

The activities of the communication task have continued to be focused upon providing information to model projects about the activities of other model projects and about current research activities of the Institute. The purpose of this Office is to coordinate acquisition, editing, scheduling, production, and distribution of the numerous articles, reports, conference proceedings, and other documents that emanate from the Transition Institute.

The Institute maintains a monthly summary of all contacts, including both telephone and written requests. The 24-hour telephone response service continues to be offered, as is the SpecialNet Bulletin Board established at the inception of the Institute.

A series of special-interest monographs published by the Institute during 1988-1989 are described in the reports of the respective tasks with whose activities these monographs are associated.

Year 4 Products

The Institute publishes Interchange, an eight-page quarterly newsletter that provides information about project and research activities, current legislative developments, and other items of interest. Interchange is mailed to approximately 3,500 transition professionals (Attachment 3.1).

The PUBLICATIONS LIST describes all current publications of the Institute and its faculty. The list is revised semi-annually (see Attachment 3.2). Each edition is distributed to projects and is available to others upon request.

Overview of Year 5 Activities

Each of the activities described in the Summary of Year 4 Activities will be continued in Year 5. The communication task will continue to provide publication assistance to facilitate the dissemination of information related to all aspects of the ongoing activities of the Institute.

Management Plan for Year 5

TASK 3: Communication

Task Managers: Merle Levy and Cindy Dobbs

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
3.1	Communicate model project activities and research findings through Interchange	Interchange	8-21-89	quarterly	FR, ML
3.2	Develop and maintain up-to-date publication list	Publication list	8-21-89	Semi-Annually	ML, CS
3.3	Disseminate manuscripts based upon research conducted by Institute	Manuscripts	8-21-89	ongoing	FR, ML
3.4	Maintain the Institute contact record	Monthly summary of contacts	8-21-89	monthly	CD, IPI
3.5	Maintain 24-hour telephone response service		8-21-89	ongoing	CD, CS
3.6	Maintain SpecialNet Bulletin Board for interproject communication		8-21-89	ongoing	CD, CS

ML - Merle Levy
CD - Cindy Dobbs
FR - Dr. Frank Rusch
CS - Clerical staff
IPI - Institute Principal Investigators

TASK 4: Applied Research

(Dr. Frank R. Rusch, Director)

TASK 4.1: Social Ecology of the Workplace

(Dr. Janis Chadsey-Rusch)

Summary of Year 4 Activities

During Year 4, a number of activities took place--some of these were specified on the management plan and some were not. First, we reanalyzed the data collected from Year 1 (based on feedback from the reviewers from the American Journal of Mental Retardation), rewrote the manuscript, and had it accepted for publication. Additionally, a manuscript was submitted to the Journal of the Association for Persons with Severe Handicaps that described the social interactions of secondary-aged students with severe handicaps. This manuscript is in the process of being revised and will be resubmitted to JASH.

Patricia Gonzalez, a doctoral student, completed a secondary analysis of the Social Ecology data comparing the types of directions given in employment settings versus secondary school settings. Specifically, the purpose of her study has been to: (a) describe the sequence of directions, responses, and consequences used in employment settings, (b) describe these same variables as they occur in employment training settings, (c) determine if differences exist between the two settings, and (d) suggest how this methodology can be used in the design and evaluation of direction-following training programs. It is anticipated that her dissertation will be completed by the end of July, 1989.

In addition to the above, three other activities have been in progress this past year. First, the data from the direct observations of the sample of secondary-aged students with moderate mental retardation are being analyzed. It was anticipated that this study would be written by the end of Year 4, but a more realistic timeline would suggest that this study will be written by the end of Year 5.

Lana Collet-Klingenberg, a master's student, has been in the process of conducting an intervention study to train social skills. Specifically, she is investigating the effectiveness of a cognitive-process approach for facilitating the generalization of social skills to natural work settings. The dependent variable in this study is "appropriate responses to criticism." The subjects in the study are three youth with moderate mental retardation who are receiving training in work settings during part of their school day. All three youth had been identified by their teacher and vocational trainer as responding inappropriately to criticism. The students are being trained at school with the use of a cognitive-process approach (McFall, 1982). The effects of training are being evaluated through the use of multiple-baseline design across subjects. Generalization effects are being assessed in work settings, in the classroom setting, and in the training setting to untrained stimulus materials. This study has taken a great deal of preparation because there are few studies of this type in the literature. Consequently, we have had to develop the training protocol and stimulus materials from scratch.

Another activity that has been in progress is the development of an instrument to assess the loneliness of workers with disabilities. The instrument that has been developed is based on one that has been used by Steve Asher and his colleagues to assess the loneliness of children with

handicaps in mainstream school settings. Because Asher's instrument was designed to be used with children, the content had to be changed so that it would be appropriate for use with adults in employment settings. Consequently, a content validation study was undertaken to determine more appropriate items for the instrument.

Also, a survey was sent to 19 professionals who were associated with the Institute, the Illinois Supported Employment Project, or who had expertise in employment. These experts were asked to respond to the suggested changes made to Asher's original instrument--they could either agree with the changes or propose new changes. Of the 19 experts, 16 (84%) responded. Overall, 91% agreed with the changes made on the items related to the construct of loneliness. However, there was disagreement regarding the "filler" or distractor items on the questionnaire. Thus, further changes were proposed for these seven items, and a panel of 10 were asked to review the changes. There was 100% agreement on the proposed changes.

After the instrument was developed, Developmental Services Center (DSC, local rehabilitation program) was contacted to see if they would be interested in participating in the study to determine if the instrument could be administered reliably to a group of individuals with mild, moderate, and severe mental retardation. DSC agreed to participate in the study; however, all of the subjects now need to be contacted in order to see if they want to participate, so the actual interviewing of the subjects will not take place until summer or fall of 1989.

The final activity worked on this year was a chapter that reviewed the literature on social skills training in employment settings. This chapter will be published in Supported Employment Methods, Models, and Issues.

Major Findings

There are no major findings to report this year because all of the studies are still in progress.

Reference

McFall, R. (1982). A review and reformulation of the concept of social skills. Behavioral Assessment, 4, 1-33.

Year 4 Products

During Year 4, the following products were developed: (a) the final acceptance of "Social Ecology of the Workplace: An Examination of Contextual Variables Affecting the Interactions of Workers With and Without Mental Retardation" (Attachment 4.1A) which will be published in the American Journal of Mental Retardation, (b) a review chapter on social skills training (Attachment 4.1B), (c) training scripts and pictures for a study investigating the effectiveness of a cognitive-process approach for training social skills (Attachment 4.1C), and (d) an instrument designed to assess the loneliness of workers with disabilities (Attachment 4.1D).

Graduate Student Involvement

Lana Collet-Klingenberg, a master's degree student in Special Education, has assumed primary responsibility for conducting the social skills training study. Her assistantship has been for .50 FTE.

Patricia Gonzalez has been paid for working with Dr. Laird Heal on his research project within the Institute. However, she has been contributing her time on the Social Ecology Project by assuming primary responsibility for the study comparing the sequence of directions used in training and employment settings.

Overview of Year 5 Activities

In each of the first four years the Social Ecology Research Program, an incredible amount of data has been collected and not analyzed. Also, because the personnel associated with this project are only part-time, more emphasis has been placed on designing studies and collecting data, and less emphasis has been placed on analyzing data and writing up the results. Consequently, next year the major emphasis in the Social Ecology Research Program will be to write up the majority of the data that have been collected in prior years.

Below is a listing of the potential studies that need to be written.

1. The reanalysis and write-up from the observations conducted with students with mild handicaps.
2. The analysis and write-up from the observations conducted with the students with moderate handicaps.
3. A write-up of the social-skill training study, "Facilitating the Generalization of Social Skills Through a Cognitive-Process Approach."
4. An analysis and write-up on the loneliness of workers with disabilities.

Management Plan for Year 5

TASK 4.1: Social Ecology of the Workplace

Task Manager: Dr. Janis Chadsey-Rusch

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.1.1	Write journal article on social skill training study	Journal article	8-21-89	10-21-89	JCR
4.1.2	Analyze loneliness data	Data analysis	10-21-89	12-21-89	JCR, LD
4.1.3	Reanalyze data collected from students with mild handicaps	Data analysis	10-21-89	12-21-89	JCR
4.1.4	Write article on social interactions of students with moderate handicaps	Journal article	12-21-89	3-21-90	JCR
4.1.5	Write article on social interaction of students with mild handicaps	Journal article	3-21-90	5-21-90	JCR
4.1.6	Write article on loneliness	Journal article	5-21-90	8-21-90	JCR

JCR - Dr. Janis Chadsey-Rusch
LD - Dr. Lizanne DeStefano

TASK 4.2: Co-Worker Involvement Research Program

(Dr. Frank R. Rusch)

Summary of Year 4 Activities and Major Findings

Over the past year the technical adequacy of the Co-worker Involvement Index (refer to Attachment 4.2A for a copy of the Co-worker Involvement Manual and Index), two descriptive analyses of co-worker involvement, and a proposed follow-up intervention were completed. An overview of each of these research efforts follows. Also, two studies are in progress and should be completed during the fall and early spring, respectively. These studies were delayed because of revisions and additional psychometric validation necessary in the development of the Co-worker Involvement Index.

Study 1 - Instrument Development. Attachment 4.2B contains a technical report that reviews the psychometric qualities of the Co-worker Involvement Instrument. A total of 68 employment specialists scored the Co-worker Involvement Index, obtaining a .82 interrater correlation coefficient. Fifty-four specialists scored the Index approximately two weeks later and obtained a .88 test-retest correlation coefficient. Subsequent to the reliability estimates, a principal components factor analysis with iterations was undertaken. This analysis indicated that nine of the ten items accounted for 75% of the variance; two factors accounted for 13% and 12% of the variance. A varimax rotated analysis also resulted in these three factors (with a factor loading of at least .30 or greater). The first of the three factors in the varimax rotated factor matrix included variables related to type of job and settings. The largest loadings for this factor were three integration items (i.e., Physical Integration, Social Integration, and Vocational Integration). Factor 2 included four items

(Associating (Frequency and Nature), Advocating, and Information Giving); Factor 3 included required roles with Evaluating and Training reaching the .30 criterion.

Study 2 - Descriptive Analysis (Type of Involvement). "A Descriptive Analysis of Co-worker Involvement in Supported Employment" (see Attachment 4.2C) was completed and submitted to Mental Retardation. (We have not yet heard whether this investigation has been accepted for publication.) This study describes the varying types of co-worker roles that are evident among supported employees. Results indicated that the types of co-worker involvement presently described in the employment literature are being reported in supported employment. The greatest percentage of contacts between supported employment and nonhandicapped co-workers involved associating, followed by contacts with co-workers who served as evaluators, trainers, advocates, friends, and data collectors, respectively. This study was conducted in an effort to determine if recently identified co-worker roles are assumed in supported employment settings (Rusch & Minch, 1988; Shafer, 1986).

Study 3 - Descriptive Analysis (Type of Placement). "An Analysis of Co-worker Involvement in Relation to Type of Placement Model" (see Attachment 4.2D) has been accepted for publication in the Journal of the Association for Persons with Severe Handicaps. This study extends the existing research addressing quantitative and qualitative measures of social integration in the workplace. It is clear from this study that the type of placement has an impact on type of co-worker involvement. Results of the present study clearly show that the number of people working in mobile crews that experience co-worker involvement is significantly less than the number of persons experiencing co-worker involvement who work in other types of

placements (i.e., individual and clustered placements). In addition, this study suggests that although nondisabled co-workers are associating with supported employees, they rarely become friends of supported employees. These findings have direct implications for schools and adult service agencies that are placing persons with handicaps into nonsheltered employment. Essentially, we cannot expect friendships to result simply because we place a person individually or with other persons who share similar diagnostic labels.

Follow-up Intervention - Co-worker Interventions. We developed a proposed model for teachers and employment specialists to utilize based upon our co-worker research conducted over the past two years (refer to Attachment 4.2E). Our proposed model (Hughes & Rusch, in press) focuses upon the employee as an active participant in his or her adjustment on the job. We contend that setting characteristics and co-workers are viable support alternatives to teachers and employment specialists who place individuals on the job and provide training and evaluation. We also contend that natural support exists in abundance in the workplace. Based upon their analysis of the literature investigating the interactions of non-professional, non-managerial employees, Nisbet and Hagner (1988) concluded that (1) considerable social interaction is characteristic of work environments, (2) patterns of social interaction vary across and within work environments, and (3) support is available naturally within employment settings. Nisbet and Hagner drew conclusions that support our findings that (1) social interactions in the workplace provide considerable support for persons with and without disabilities, and (2) support is associated with job satisfaction and performance (Rusch, Minch, & Hughes, in press).

Co-worker Involvement Index - Revised. Item 3 (Vocational Integration) was dropped from the Co-worker Involvement Index (see Attachment 4.2F) because performing similar work tasks is not a necessary condition for co-worker interaction. In addition to dropping Item 3, some changes were made in the actual wording of all items. These changes were not substantive; rather they resulted in more precise definitions of items and response categories. After revisions of the Index and the Scoring Manual, instrument reliability was re-established. An interrater coefficient of .85 was obtained. To determine interrater reliability, 25 pairs of trained employment specialists administered the Index. Test-retest reliability was also re-established. A reliability correlation of .90 was obtained among 24 pairs of employment specialists who scored the Index twice over a two-week period.

Graduate Student Involvement

Carolyn Hughes served as the graduate research assistant for this research program during Year 4. Ms. Hughes will be completing her doctoral training in the spring semester and will continue to assist Dr. Rusch in the completion of the final two studies. Because Ms. Hughes has been awarded a University Fellowship for the 1989-90 academic year, she will reduce her time with the research program. In addition to Ms. Hughes, Phil Wilson will be appointed .5 as a graduate research assistant during the 1989-90 academic year. Mr. Wilson will be entering his second year of doctoral study.

Overview of Year 5 Activities

Two activities will be undertaken during Year 5. One study, incorporating the findings of the proposed discriminant analysis and the repeated measures analysis, will be completed, and a research monograph, which will

include all research reports related to co-worker involvement, will be produced.

Last year we proposed to report on the extent to which the Illinois sample differed from the national sample with respect to placement approach. This focus has been revised in favor of conducting one larger study of the relationships between the Index and individual characteristics and the Index employment characteristics. Additionally, a cohort of nonhandicapped co-workers will be obtained. The following questions will be addressed:

What is the relationship between co-worker involvement and employee/placement characteristics, and the relationship between co-worker involvement and length of employment?

Variables

a. intelligence (IQ),
b. adaptive behavior (adaptive behavior scores from Scales of Independent Behavior, ICAP, Vineland),
c. interaction and communication skills,
d. previous placement,
e. type of placement (individual vs. clustered),
f. type of job, and
g. time on the job (hours per day and days).

Analysis and Sampling Procedures. Approximately 400 employees with and without handicaps will be sampled. The sample will include a representative (a) group of former students of special education (within 5 years), (b) group of employees who are working in a clustered placement, and (c) group who are moderately/severely handicapped. Standard multiple analysis of

variance (difference test) and regression (prediction) procedures will be used. In addition, we will attempt to identify when the employee was placed and the number of hours each employee has worked per day during the employment period.

Monograph on Co-worker Involvement. A monograph of all products related to this research program will be developed.

References

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Shafer, M. (1986). Utilizing coworkers as change agents. In F. R. Rusch (Ed.), Competitive employment issues and strategies (pp. 215-244). Baltimore: Paul H. Brookes.

Management Plan for Year 5

TASK 4.2: Co-Worker Involvement Research Program

Task Manager: Dr. Frank R. Rusch

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.2.1	Obtain model program volunteers to score index	Consent Forms	6-15-89	8-15-89	FR, PW
4.2.2	Mail Index to volunteers		7-15-89	9-15-89	PW
4.2.3	Analyze returned Indices	Processed Indices	7-15-89	11-15-89	PW, JT
4.2.4	Draft paper	20-25 p manuscript	11-15-89	1-15-90	FR
4.2.5	Draft Final Report	20-25 p Report	1-15-89	3-15-90	FR
4.2.6	Plan Monograph	Outline	9-15-89	10-15-90	FR, CH, PW
4.2.7	Compile Draft Monograph	Draft	10-15-89	1-15-90	FR, CH, PW
4.2.8	Edit Monograph	—	1-15-89	2-25-90	
4.2.9	Compile Final Monograph	Monograph	2-15-89	5-15-90	FR

FR - Dr. Frank R. Rusch
PW - Phil Wilson
CH - Carolyn Hughes
JT - Dr. Jho-Ju Tu

TASK 4.4: Parents of Young Persons with Special Needs in Transition

(Dr. Francesca Lundstrom)

Summary of Year 4 Activities

This research focuses on parents of young persons with such handicaps (special needs) as learning disabilities and mental retardation. It is designed to discover (a) if transition, as defined below, is a white, middle class concept, (b) which education, rehabilitation, and transition services families perceive are required to meet their specific needs, (c) which services families perceive are needed but are not readily available now and in the future, and (d) which elements facilitate and which inhibit the involvement of families in the transition process.

Transition has been defined as the movement between different stages of career development (Super, 1957). Brolin and Kokaska (1985) pointed out that the shift from attending school to establishing a career is likely to be the most traumatic and lengthy transitional period of a person's life. For youths with special needs, transition is the process of moving from school to successful employment and satisfactory community adjustment (Halpern, 1985; Will, 1984).

Rationale. Every year approximately 650,000 young people with handicaps in the United States either graduate from high school or become too old to qualify for public education. Only 21% will become fully employed, 40% will remain underemployed and at the poverty level, and 26% will be on welfare (President's Committee on Employment of the Handicapped, 1976, cited in Corthell & Van Buskirk, 1984). Copa (1984) noted that unemployment can lead to a variety of social pathologies such as crime and drug abuse. In many instances it is those who are least well off financially

and least well endowed intellectually who fall prey to the most serious social problems. In addition, Rusch and Phelps (1987) point out that (a) 67% of all Americans with handicaps between the ages of 16 and 64 are not working, (b) those individuals with a handicap who are employed are more likely to have part-time employment, and (c) 67% of those persons with handicaps who are not working say they want to work. Citing Phelps, Blanchard, Larkin, and Cobb (1982) and Walls, Zawlocki, and Dowler (1986), Rusch and Phelps noted, "Depending on the severity of the disability, the annual costs borne by taxpayers for sheltered workshop programs, adult day care services, and income transfer programs that support unemployed persons can run as high as $12,000 per person annually" (p. 488).

The economic benefits derived from placing and supporting individuals in competitive employment include a larger tax base, greater productive capacity for the nation, and significant reductions in social costs (Copa, 1984; Rusch, 1986; Wehman, Hill, Goodall, Cleveland, & Pentecost, 1982). Rusch and Phelps (1987) conclude that the "unemployment and underemployment of these youth have raised the issue to the level of national priority" (p. 487).

It is therefore vitally important from a national standpoint that young persons with handicaps should be absorbed into the working population of the country to avoid the enormous loss of national resources and the social problems that ensue from unemployment and underemployment. Every step that can be taken toward successful transition for persons with handicaps is a step toward employment for all.

The Role of Parents in Transition. Why should the providers of transition services involve parents in determining the aptitudes and future life goals of a young person who has special needs? McDonnell, Wilcox,

Boles, and Bellamy (1983) point out that transition presents a complex set of issues to those responsible for service planning. The authors mention that at present there is no common mechanism yielding projections of the needs of high school graduates with special needs. Parents, the authors claim, "are in a unique position to provide planners with such information" (p. 10) because (a) parents have been constant participants in the lives of their children and "have a perspective on life planning that is not matched by episodic professional contact" (p. 11), (b) they can be an important political force in securing necessary services for their offspring, and (c) they are indirectly consumers of transition services. It is parents who must confront the painful results when transition efforts are unsuccessful (e.g., disruption of home life and discouragement). Finally, McDonnell et al. (1983) state that although "parents are not the only source of planning information, they are a source that should not be ignored" (p. 11). Other recent research (Hill, Seyfarth, Orelove, Wehman, & Banks, 1985; Nitzberg, 1974; Smith, 1983) has also demonstrated that the roles and attitudes of parents are vital factors in the successful transition of a young person from school to work.

Research Outline. The research outlined here comprises a three-phase design. Phase 1 entails research to discover the worldview of parents of graduating young persons with special needs, so that we can construct a questionnaire. Phase 2 will entail administration of the questionnaire in Illinois to ascertain parents' viewpoints on transition and related topics. Phase 3 involves dissemination of the research findings with encouragement to agencies in other states to replicate the research, to gain a nationwide picture of parents of young persons with special needs in transition. The

present paper describes the results of Phase 1 of this study and the initial stages of Phase 2.

Methodology. Phase 1 of the study used a specially developed in-depth interview technique coupled with empirical methods of data analysis developed earlier by the principal investigator (Lundstrom-Roche, 1982, 1985). The interview technique is in the style developed by anthropologists and more recently by phenomenological sociologists and ethno-psychologists, called the Emic technique (Gregersen, 1977; Pike, 1954).

"Emic" and its opposite "Etic" both come from the field of linguistics and are foreshortened versions of "phonemic" and phonetic." Phonemes are speech-sounds considered in respect to their holistic functional relations in a linguistic system--they describe meaning. Phonetics are vocal sounds applied to signs which represent the elementary sounds of speech, are expressed in the pronunciation of words and describe structure.

Researchers using the Emic technique attempt to shed personal biases and those derived from their culture to view the world through the eyes of the individual being interviewed. The philosophy behind this technique is that the description of the form and meaning of a culture or subculture will necessarily differ from the description and interpretation of that culture by outside observers whose own culture or subculture has imparted a different set of values. Other forms of research (e.g., those using questionnaires and structured interviews) may depict a subculture quite differently from the way its members view it, possibly placing great importance on items that the members would normally ignore, while overlooking items that the members would never omit (Clifton, 1968). In other words, the Emic interview does not impose categories on the topic under investigation, but allows the cultural system to generate its own. The

interviewer at all times tries to be a neutral vehicle for the expression of the system (Berlin, 1970).

In conducting an Emic interview, the researcher requests the respondent--in this instance the primary caregiver of a family in which there is a member with special needs--to describe his or her particular world. The interview might start off with "Can you tell me what it is like to have a teenage daughter (or son) who has special needs who is about to graduate?" Then, based on the reply and using only the respondent's words and concepts as keywords for further exploration, the researcher continues: "You mentioned (keyword). Can you tell me a little bit more about that?" Then, based on that reply , the researcher continues until all keywords have been investigated. By using this technique we hope to gain a culturally unbiased worldview of parents' frames of reference.

In earlier studies (Lundstrom-Roche, 1982, 1985) the present author found that the Emic technique does not encourage individuals to talk about the future. In an attempt to increase the range of information from the past and present into the future, when all possible avenues had been explored and all keywords exhausted, the primary caregiver of the young person with special needs was asked if she or he has any wishes for the future of that family member. These wishes were also investigated using the original technique. Valuable insights were gained by this strategy.

Besides the above-mentioned method of data collection, a demographic information questionnaire was used, designed in collaboration with the Survey Research Laboratory of the University of Illinois at Urbana-Champaign, for use in all the Transition Institute's projects involving parents. This questionnaire, piloted in the first stage of the research, elicits information regarding the handicapping conditions of

children in the family, family structure, and the education, employment, and other pertinent information about the primary caregiver.

Subjects. Only the primary caregiver of the young person with special needs was interviewed, except in one instance, where both parents were present. The reason for not interviewing both parents together was that earlier research (Lundstrom-Roche, 1982) had shown that in a group interview, one individual may be inclined to dominate, although that person may not necessarily have the most knowledge or information to impart. There is no evidence against extending this generalization to parents of individuals who have special needs.

The fieldwork was conducted in Champaign-Urbana (N=21) and Chicago (N=10). The parents or guardians (adoptive mothers, foster mothers, aunts, and a single male parent) of students near graduation were interviewed (henceforth all respondents will be referred to as parents).

Before each interview, parents were given a standardized briefing on the nature of the study.

Data Analysis. The interviews were tape recorded (with the permission of the respondent) and then transcribed verbatim onto computer text files. Analysis took the form of: (a) identification of the main topics, (b) identification of subtopics (variables) within each topic, and (c) rating of the variables by the researcher. For some variables, this process entailed deciding whether or not parents mentioned the variable (subtopic) and if so whether they considered the outcomes in each variable as satisfactory, unsatisfactory, or a mixture of these two ratings. Other variables did not have ranges of values but quantified the number of people in the category described. Because every variable was mentioned spontaneously by parents-- they were not prompted by the interviewer--the

number of parents mentioning a variable indexed the importance of that topic to the group of parents as a whole. The research identified five distinct, but interrelated topics: Transition, the Child, the School, the Family, and Wishes for the Future. These data were entered on computer files together with the demographic data collected in conjunction with the interviews.

Twenty-six percent (8) of randomly chosen verbatim transcripts of the interviews were given to another rater who independently identified variables and frequencies. There was an agreement rate of more than 70% with respect to identification of variables and 85% for frequencies, with a range of 62% to 100%.

Major Findings

The findings presented below should be regarded only as working hypotheses for the next phase of the study and not as "scientific findings" in their own right.

The Children's and Parents' Demographic Profiles are presented in Tables 1 and 2. Almost one-third of the families had more than one child with special needs. One family earlier had three children, but one child had died several years ago and was not included in these data. As you can see from these tables, a very diverse set of parents were interviewed.

Because only 4 of the 31 parents actually mentioned the topic of transition by name, it was felt that another type of measure was needed to ascertain the extent of parents' planning for the approaching graduation and transition of their children into the adult world. To measure the extent of parental planning for transition, a three-point scale was utilized. Highest (3) ranked on the scale was any mention of specific plans for the young person after graduation; four parents were in this category. Next was any

Table 1.

Children's Demographic Profile (N=31)

Age	
Years	No.
13-16	8
17-20	19
21+	4
Type of Disability	
Learning Behavior	20
Mental Retardation	11
Years to Graduation	
4-7	5
1-3	14
Graduated or About To	12

Table 2.

Parents' Demographic Profile (N=31)

Age	
NM	3
29-35	4
36-44	12
45-50	9
50+	3
Education	
High School or Less	13
College Plus	18
Marital Status	
Single	9
Married	22
Race	
Non Caucasian	10
Caucasian	21
Income	
ND	1
$0-12,000	7
12,001-25,000	8
25,001-45,000	6
45,000+	9
Residence	
Chicago	10
Champaign/Urbana	21

mention (by six parents) of specific information regarding transition opportunities for their children. The third and lowest point on the scale was any reference (by four parents) to specific sources of information on transition. Fourteen parents had no specific transition plans for their children. These were not only parents whose children's graduation was remote, but even parents of children who were about to graduate within months, weeks, or even days. Surprisingly, college-educated parents were less likely to have made plans than those who were not.

Table 3 shows parents' ranking on the transition planning scale. (Three of the young people were already in permanent employment, so their parents were not included in the measure of transition planning, thus leaving 28 parents in the sample.)

The results of this preliminary study suggest that transition is not especially a white middle-class concept, and in fact transition from school to work is not a concept at all for many parents.

Satisfactory relationships with peers is another factor that research has shown to be particular relevant to young persons making a good transition. Parker and Asher (1987) claim, "Studies suggesting a link between problematic childhood peer relationships and adult maladjustment have accumulated slowly but more or less continuously since the early 1930's" (p. 357). Nineteen parents reported that their children are being picked on, abused, and teased by their mainstreamed schoolmates because they are in special education classes. Four parents also reported that their children had been sexually abused by other students. Other studies (e.g., Taylor, Asher, & Williams, 1987) suggest that children with special needs are more likely than nonhandicapped children to be rejected by their schoolmates. This phenomenon is alarming when one considers that these

Table 3.

Scale of Transition Planning. (N = 28)*

Specific Plans	4
Specific Information	6
Knowledge of where information can be found	4
No plans, information or knowledge of where information can be found	14

*Three children already in permanent employment

other children eventually become college mates, workmates, and subsequently even employers. The problem does not go away after graduation, and it is not just the victimizing children who are to blame. Their parents also display negative attitudes toward young persons in special education. I shall illustrate this point with one parent's description of her son trying to date a girl from a mainstreamed class and her family's reaction to it:

> She called me and she said: "Mrs. Green (not the actual name), your son asked my daughter out, ...maybe I should explain something to you: my daughter is not in his type of classroom, if you understand what I mean." And I said: "Oh...are you trying to tell me she's not a special ed kid?" And she said: "Well now I don't want to hurt your feelings." I said: "Oh thank God you told me, we don't let our child date 'normal' girls."

A brave way of handling a very difficult situation. But then she continues:

> I was the one who had to go to him and say "I'm really, really sorry but..." and I explained the situation.

Education, Rehabilitation, and Other Services. Concerning education, rehabilitation, and other services, parents generally discussed the diagnosis and treatment, mostly educational, of their children. The situation was slightly different for parents whose children had different levels of handicap. Twenty parents had children who had learning disabilities (LD) or behavior disorders (BD); the remainder (11) had children who were either educationally mentally handicapped (EMH) or trainable mentally handicapped (TMH). Because EMH and TMH are more easily recognizable at an early stage of a child's development, parents whose children were in these categories did their grieving early, although some parents, especially those in Chicago, said that professionals had been reluctant to disclose the full

facts of their child's condition and thus had made the period of hurt and anxiety longer and more painful. One parent described her pain this way:

> Oh, it was a terrible time, because everyone that I have met in special ed (says) it is very difficult to talk about what is wrong. Especially when it is a part of you, and especially when the best time to come to terms with it is when (the child) is in the helpless stage--for me it was.

But because these children were classified early and there were routines to be followed, organized by school districts, progress through the system, with some exceptions, was smooth. Also, because there were agencies taking care of planning for transition, parents did not have to worry about what might happen to their children after graduation. Even if sheltered employment in the community did not materialize, there was always the sheltered workshop. These parents did have another problem: what would happen to their children when they were no longer able to care for them. Only one parent had specific plans and even then was unsure of how to implement them. There were 10 parents of young persons with special needs in the EMH/TMH category who had no plans for their children's future living arrangements.

Parents also had long-term financial worries, as one parent explained:

> I'm just real upset with the laws. They don't protect our kids. That's one of the greatest concerns that we have. You can think that you have left your child very well protected but then somebody can come along and change a law, and that child is almost thrown to the wolves too. That's not unheard of; so that one of the big concerns I think, ...is no matter what we do to protect her, will she really be protected?

I now consider parents whose children's special needs are in the LD and BD categories. The needs of these parents and children are not so easily defined nor met. In general, parents seemed to have experienced great difficulties in having their children assessed and given the appropriate educational help. In fact, there seemed to be a gap between those professionals who assessed the child and defined the nature of the problem and the educators who dealt with that problem. To cite an example from one of the parents:

> The problem, they have a neat little term for it, but they really couldn't tell you what should be done about it, they couldn't give you any guidelines. They just said well, you know, they were doing well to be able to diagnose and put a label on it, but that really nothing was known about how to help these kids.

Elements That May Facilitate or Inhibit Involvement in Transition Planning. I examined parents' comments from several different perspectives of educational satisfaction: (a) The overall picture--that is, parents' evaluations of whether their child had always received appropriate education tailored to the handicapping condition--42% thought not. In this instance parents from Chicago were more likely than those from Champaign-Urbana to bring up this topic, indicating that this subject was of greater importance to this group of parents. (b) The yearly picture: parents' perceptions of whether their child's problems were appropriately monitored during progress through the school system--50% thought not. Parents who had gone to college were more likely to be critical than parents who had not. (c) The day-to-day picture: parents' perceptions of whether or not their child was receiving specific day-to-day help with academic problems and difficulties--29% no, 35% yes. Caucasian parents were more likely to be satisfied than were

non-Caucasian parents. This rather unexpected finding was explained by one parent at a meeting recently as: parents usually have regular and friendly contact with the special education teacher in the school, but contact with administrators, psychologists, and social workers who often made the yearly decisions about class placement and monitoring tended to be less frequent and less friendly. (Table 4 displays the full range of parents' responses toward these different aspects of school.)

Parents also commented on contacts with school personnel, especially if teachers were treating their child's special needs appropriately. Parents who had been to college were more likely to be negative; parents who had less education were more likely to be neutral or satisfied. Non-Caucasian parents were less likely to discuss the subject. Channels of communication between parents and school were also mentioned, as was attending IEP's. Although the spread of responses seems to be rather even across the three ratings (see Table 4), when IEP's went wrong they went very wrong. For example, I interviewed one parent who had been told at a recent IEP that her child was "BD." Nobody bothered to tell her what the term BD meant, so she feared the worst--she thought he was mentally ill. This parent was one of the few to have made plans for her son's transition: he was to go into military service. She suspected that if he were mentally ill, he would not be accepted, and naturally this misunderstanding left her even more upset and confused.

Six parents also reported the negative effects of discontinuity of teachers or schools on the lives of their children. An area of concern specific to five Chicago parents was the negative effects of busing children to receive special education outside the school district; this subject was

the only one on which there were marked differences between the parents from the two distinct urban areas.

Table 4.

Parent Perceptions of Special Education Effectiveness (N=31)

	NM*	Dissatisfied	Mixed	Satisfied
Education				
Parents' perceptions of whether their child was receiving appropriate education tailored to the handicapped condition.	32	42	10	16
Monitoring of				
the yearly picture: Parents' problems perceptions of whether their child's problems to be appropriately monitored during progress through the school system.	30	50	4	16
Academic difficulties				
The day-to-day picture: Parents' perceptions of whether their child was receiving help with academic problems and difficulties.	29	29	7	35
IEP				
Parents' perceptions of attending staffings where Individualized Education Plans were formulated for their child.,	32	26	19	23

* Not mentioned

Parents who were married tended to be more critical when talking about school and their children's progress than were single parents. I suspect that single parents, whether divorced or widowed, have so little time and must spend so much energy just keeping the family going financially that no time is left for monitoring what happens at school.

Parents also discussed the impact on family life of having a child with special needs. To get a clearer picture, we rated parents on a scale proposed by Zetlin (1985). Families could be supportive (15), supportive/dependent (10), dependent (3), or conflict-ridden (3). Because of the small numbers of subjects, this rating scale was collapsed into more supportive (15), and less supportive (16). The level of parental support varies inversely with the level of their children's negative attitudes toward school.

Parents also reported that having a child with special needs caused extra strain and tension in marriage, and one parent reported it as the main cause of her divorce. It also seemed that fathers of sons with special needs found it especially difficult to accept the situation, as explained by this mother:

> For him it was hard because he felt like not having a perfect son was a direct correlation to "Hey, you know it was something I did." He was very masculine and physical and could no good in sports, and then he had a son what wasn't perfect, and that was real hard.

The picture for mothers is quite different, as expressed by this one: "I don't believe in throwing away kids because they don't look like how you want them."

Parents experienced a range of such negative emotions as guilt, frustration, and depression, but some parents were proud and pleased that their children with whom there had been so many problems over the years, were finally to graduate. Black parents and parents who had not been to college were most likely to express positive emotions. Parents also expressed anxieties that their child might become delinquent, abuse drugs or alcohol, become pregnant, or not become financially dependent.

That parents have had a long and arduous struggle to get appropriate education for their children with special needs is evident in this study. Having reached this stage of their children's development parents are usually anxious to untie the apron strings. For many parents of young persons with special needs, untying apron strings is not an option, and yet they are tired from the constant struggle. Mittler (1979) has stated in regard to families as transition approaches:

> Most families will have adjusted to some extent to the problems presented by their child and will have developed a day-to-day routine over the years. But as the time for school leaving (graduation) approaches, they are bound to become increasingly apprehensive about the future, and to revive all the basic problems and anxieties of any family with a handicapped child. p. 110

Weber and Stoneman (1986, p. 367) claim that among families who do not attend IEP's there is an "overrepresentation of families who are poor, families with limited parental education, families who are nonwhite, and families headed by single parents." Those authors also claimed that families who did not participate in planning meetings had mothers who viewed teachers and other professionals as responsible for the children's education,

to the exclusion of parents. Citing Comer and Schraft (1980), Weber and Stoneman claim that nonparticipation can often be traced to such factors as social and education distance from mainstream societal institutions, a need to focus on economic survival, and a psychological sense of being controlled by others.

Finally, at the interviewer's instigation, parents made wishes for their child's future. The boundaries between this topic and transition are rather unclear because parents treated transition and the tasks of getting further education or a job for their child as if they could only be expressed as wishes. If this finding is confirmed by the research in Phase 2, it will reinforce the conclusion that the primary area of need for services is help for parents in planning for transition and life after school for their children.

Another critical area demonstrated by this research is the need to educate the nonhandicapped population in general and especially the classmates of the young persons who have special needs and to emphasize that a person who is slow to learn is not necessarily insensitive to taunting and unkind remarks.

Other areas of need for services seem to be to help parents to come to terms with and understand the nature of their child's special needs during the child's early years and to help school personnel to realize that some parents may not understand the more technical aspects of their child's special needs and the attendant educational treatment.

Phase 2

The Development of the Questionnaire. At the presentation of findings to parent and school groups and at the Project Directors' Fourth Annual Meeting in Washington, participants were asked to critique the pilot

questionnaire constructed from the information gathered in Phase 1 of the study. Staff at the Survey Research Laboratory (SRL) of the University of Illinois were also contacted, as they offer services to faculty in designing and streamlining questionnaires. In early January 1989 a new draft of the questionnaire incorporating many of the suggestions from the different sources mentioned above was completed (Attachment 4.3A). A data analysis plan was also constructed, outlining the appropriate statistical procedures (Attachment 4.3B).

Selection of Sampling Method for Telephone Survey. Because of difficulties in obtaining lists of parents to construct a sampling frame, we decided to contact parents using random digit dialing with embedded network sampling; that is, an interviewer would randomly dial individuals until one that fitted the criteria outlined in the research was encountered. This person would be interviewed using the above-mentioned telephone questionnaire and then asked if he or she knew any other person who had a son or daughter with special needs and was within three years of graduation. We believed that by using this sampling method, many of the problems pursuant to acquiring random samples of parents (e.g., having to access parents through schools) would be bypassed.

At this juncture, SRL and Illini Research Associates were asked to bid for the administration of the questionnaire. Because of the inordinately high costs of using the strategy of random digit dialing described above, we were forced to devise another method of arriving at a sampling frame. We decided to contact special education associations in the state of Illinois, send them brochures outlining the research, and ask for their help in contacting parents in the target group. SRL supplied a bid lower than that of Illini Research Associates. Also, SRL had considerably more expertise in

telephone surveys, and we therefore decided to have SRL complete the telephone interviews for Phase 2 of the study.

The Parent Sample. Six school organizations (Associations for Special Education, High Schools, and a segregated high school for students with special needs) were contacted with a total of approximately 1,140 families in the target group. We promised to give each organization the overall results of the study, plus a separate analysis giving the results for the particular organization. All six agreed to participate in the study. Because of strictures of confidentiality, schools could not release the names and addresses of parents in the target group. We devised a strategy whereby stamped envelopes (each containing a letter, consent form [Attachment 4.3C], and prepaid return envelope) were sent to the schools for them to affix labels and mail to the parents. Some schools also included a cover letter encouraging parents to participate. Parents were asked to reply on or before April 15. To date, the response rate has been abysmal, with replies from only 76 parents. The start of the main study has been postponed for a month, and a follow-up mailing is planned for those organizations willing to repeat the mailing procedure. (Some organizations are not computerized and have to have their mailing labels typed manually.)

Graduate Student Involvement

Running parallel to the data analysis performed by the Principal Investigator, half-time GRA Ytje Haim has been analyzing the results of Phase 1 using the qualitative data analysis package, "The Ethnograph." The rationale for this second analysis is to discover the extent of subjectivity involved in analyzing qualitative data. We are currently preparing an article on this topic, using the parent data set as an example, for submission to a refereed journal.

Overview of Year 5 Activities

The data from Phase 2 are expected to be ready for analysis in late August. That analysis and a report of the findings should be ready for presentation at the Annual Meeting in Washington in November. The rest of the year will comprise training, dissemination of information, and presentations to the participating school organizations in Illinois.

Because many agencies have traditions of doing in-house research, the questionnaire will be made available nationally to interested agencies. Training and information seminars will be held in central locations for groups of agencies from which a request for information on the research has been received, to give details of use of the research instrument in (a) sampling, (b) administration to the questionnaire, and (c) appropriate data analysis techniques.

If a sufficient number of agencies undertake monitoring the needs of parents of young persons with special needs using our questionnaire, then I suggest that the results be compiled and the data reanalyzed. A research document giving the overall picture nationwide would be an invaluable source of information for those involved in the planning of the transition and other services.

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Management Plan for Year 5

TASK 4.4 Parents of Young Persons with Special Needs in Transition

Task Manager: Dr. Francesca Lundstrom

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.4.1	Prepare final mailing of letter and consent forms to selected school districts	Permission to conduct telephone interview	5-1-89	6-1-89	FL, CD
4.4.2	Prepare journal article on results of two different analyses of Phase 1 of study	Journal article	5-1-89	8-1-89	FL, YH
4.4.3	Completion of pilot study for Phase 2	Data	5-1-89	5-31-89	SRL
4.4.4	Report on results of pilot study	Report	7-1-89	9-1-89	FL
4.4.5	Interviews for Phase 2, Part 1.	Data	7-1-89	9-31-89	SRL
4.4.6	Visit all participating organizations to talk to parents and teachers to increase number of respondents to 400.		9-15-89	10-15-89	FL
4.4.7	Third mailing to elicit signed consent forms from parents.	Letters	10-1-89	11-1-89	FL, CLD
4.4.8	Interviews for Phase 2, Part 2.	Data	12-1-89	2-1-90	SRL
4.4.9	Data Analysis of Interviews	Analyzed Data	2-1-89	4-1-90	FL, YH
4.4.10	Preliminary Report Phase 2.	Report	4-1-90	5-1-90	FL, YH
4.4.11	Results shared with participants	Paper	5-1-90	6-1-90	FL
4.4.12	National Dissemination and Final Report	Journal Articles Report	6-1-90	8-20-90	FL, YH

FL - Dr. Francesca Lundstrom
YH - Ytje Haim
CD - Cindy Dobbs
SRL - Survey Research Laboratory

TASK 4.5: Assessing Employer Attitudes Toward Hiring Persons with Disabilities

(Dr. Adelle Renzaglia)

Summary of Year 4 Activities

The purpose of this research program is to investigate the relationship among businesses- and employer-related variables, employer knowledge, perception, and behavioral intent concerning the employment of persons with severe mental retardation, physical handicaps, and multiple handicaps. Specifically, a survey entitled the Business/Employer Assessment Instrument (BEAI) was utilized to collect data and measure employer knowledge proficiency, perception, and behavioral intent toward persons with disabilities.

Surveys were sent to 425 employers from the Southeast and Central regions of the United States who hire individuals to perform janitorial, food service, or manufacturing responsibilities. Follow-up strategies were utilized to maximize participation of the targeted respondents.

Major Findings

The results found (a) a significant negative relationship between employer age and knowledge; (b) a significant positive relationship between level of positive experience with employees with disabilities, knowledge, between years of experience, level of positive experience, number of family members with disabilities, business size and perception, and between years of experience, level of positive experience, immediate family members with a disability and behavioral intent; (c) significant differences between employers of government and profit businesses for perception and behavioral intent and significant differences between administrators and co-workers for behavioral intent; (d) an interaction effect of job type and geographic

region on knowledge and behavioral intent; (e) a significant positive association between knowledge and perception and behavioral intent and between perception and behavioral intent; (f) significantly more positive perception and behavioral intent for persons with physical handicaps than for persons with severe mental retardation or multiple handicaps; and (g) interaction effects of job type of perception and level of knowledge on behavioral intent.

Implications of the results were discussed with respect to variables that should be considered or could be altered by professionals who are responsible for facilitating employment opportunities for persons with disabilities. Limitations and areas for further research were presented.

Year 4 Products

Hutchins, M. P. (1989). Assessing Employer Attitudes toward hiring persons with disabilities (Attachment 4.4A).

Graduate Student Involvement

Meg Hutchins, a doctoral student in special education, contributed time to the project and completed her dissertation on the topic of employer attitudes. Joy Gray, .50 FTE, assisted with data collection and analysis.

Overview of Year 5 Activities

Activities for Year 5 will focus upon the development, validation, and dissemination of a model for facilitating positive employer acceptance of employees with handicaps. The model will be based on the results of previous years' research as well as expert input. Validation activities will be conducted using model demonstration project personnel as the subject pool. A journal article, published manuscript, and monograph will be used to disseminate project findings.

Management Plan for Year 5

TASK 4.5: Assessing and Facilitating Employers Positive Acceptance of Employees with Handicaps

Task Manager: Dr. Adelle Renzaglia

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.5.1	Develop a model(s) for facilitating positive acceptance based on results of previous research (national study) and expert input	model(s)	8-21-89	10-1-89	Ar, GA
4.5.2	Obtain feedback from experts regarding perceptions of model effectiveness	Record of feedback	10-1-89	1-15-90	AR, GA
4.5.3	Revise model(s) based on feedback	Revised	1-15-89	3-15-89	AR, GA
4.5.4	Validate model by sending to model program directors for evaluation and feedback	Revised model(s)	3-15-89	6-15-89	AR, GA
4.5.5	Develop a manuscript based upon results of validation	manuscript	6-15-89	8-15-89	AR, GA
4.5.6	Revise and submit for publication a manuscript describing the BEAI and its development	manuscript	6-15-89	11-1-89	AR, MH
4.5.7	Write a monograph based on the results of the national survey of employers using the BEAI	monograph	8-21-89	12-20-89	AR, MH
4.5.8	Develop a manuscript for submission for publication as an article from the data collected and analyzed in national survey of employers	manuscript	1-1-89	5-1-89	AR, MH

AR - Dr. Adelle Renzaglia
GA - Graduate Assistant
MH - Dr. Meg Hutchins (joint effort with Project AIMES)

TASK 4.6: Transition Policy Analysis

(Dr. Lizanne DeStefano)

Summary of Year 4 Activities

Since 1983 the transition of youth with handicaps from school to work and independent living has become an important focus of the special education community. In important ways transition has become a national priority. Although the federal government has played an important leadership role, state agencies have become the central players in the conception of transition programming. The purpose of this research program is to document the extent and nature of transition planning on the state level.

The study proceeded in four general steps: (1) data collection, (2) instrument design, (3) coding, and (4) analysis.

Transition specialists in each state were identified through the National Directory of Transition Specialists (HEATH, 1986) and contacted by letter. Each letter requested that the official state transition plan and any documents pertaining to transition in the state be sent. Reimbursement for expenses and a copy of the published findings were offered. In a few cases this letter was followed up with a phone call. Forty-six states responded to the study. (Colorado, Georgia, Mississippi, and Montana did not respond.)

Based upon a preliminary review of five state plans selected for their apparent comprehensiveness, an instrument was designed in order to translate the plans into summary form. Dbase III Plus was used to structure and manage the data base. Using a variety of simple codes, logic, and memo fields, a format was developed that would summarize each plan in terms of a number of variables, including contact person, issuing agency, planning agency, implementing agency, plan type, relationship between agencies, roles

of agencies, focus, orientation, goals, populations, products, timelines, implementation plans, evaluation, services, outcomes, ITP forms, and format.

Each plan was then reviewed, summarized, and recorded using the Dbase III Plus program. Extensive memo fields were also used to provide a richer summary of each plan.

Once the data base was completed, a descriptive analysis was executed in order to provide frequencies of each variable and their accompanying memo fields. The findings that follow are the results of this analysis in terms of the extent of state transition planning and the three variables discussed above.

Major Findings

As stated earlier, the purpose of the research is to describe the extent and nature of state level transition planning as it exists currently in the United States. It is apparent that there is considerable variation among states in the three variables discussed in this chapter: (1) planning, issuing,and implementing agencies, (2) plan types, and (3) agency creation. According to the implementation model used in this study (VanMeter & VanHorn, 1975), evaluating the effectiveness of each state's policy would necessitate examining it in the context of the characteristics of the various implementing agencies and the economic, social, and political conditions surrounding its implementation. The intensity of this level of analysis may necessitate that only a few states, selected because of their representative or unique policy characteristics or because of attributes of the states themselves, would be the focus of such a microanalysis.

In this analysis of state transition policy several issues or areas of variation among states have been identified. These variables may provide a framework to compare the relative effectiveness of state planning. Five of these variables are discussed below.

Multi-agency Involvement. Transition is a multi-agency phenomenon. Successful transition requires that all agencies involved with an individual are working with a common purpose, clearly defined roles, and adequate resources. As you have seen, some states have stressed multi-agency involvement in state level transition planning and others have not. Failing to include other agencies in developing state level transition plans, yet relying on their services to make transition happen at the local level may be a serious flaw of some states' transition planning. On the other hand the creation of multi-agency units at the state level, funded by a combination of state agency monies, reflect a high level of multi-agency involvement. We hypothesize that states with extensive multi-agency planning and coordination at the state level will have increased interagency coordination resulting in effective transition service delivery at the local level.

Consensus. At present the various agencies involved in the delivery of transition have different policies regarding who is to be served, what those services should be, and how they should be delivered and paid for. In some cases states have made an effort to gain consensus in their transition planning; in other cases, single agencies issue their own transition policies. It is our hypothesis that state policy resulting from an effort to gain consensus among participating agencies will result in more extensive local implementation than policy where none is evident.

Policy Specificity. The length and specificity of state policy varies widely. In some cases state transition policy refers to a single paragraph regarding transition embedded in the public school regulations. In other cases state transition policy may span several volumes--detailing specific agency roles, timelines, and strategies for evaluating whether or not the system is working. Specificity enables local providers to know

exactly who and what is involved in the delivery of transition services. Some may argue that specificity may stifle creativity at the local level; on the other hand specificity may encourage less creative localities to move forward more quickly than would naturally occur. A balance between state specificity and local creativity must be struck, however. We hypothesize that those states with the most specific state policy will have more extensive local implementation.

Resource Allocation. About one half of the states fund transition from regular agency budgets, in some cases reallocating money for other programs to fund transition services. The remaining half have stimulated special budgets and funds for transition, in some cases developing multi-agency funding mechanisms for transition. To be fully recognized as a routine special education or adult service option, transition should have its own funding mechanism. We hypothesize that those states that have allotted funds especially for transition (i.e., have special budgets) will have greater success in implementation.

Local Influence. Finally, it became obvious as we looked at federal policy in transition that it would be necessary to look at state policy in order to get a clearer picture of what was actually happening in transition. About one half of the states designate localities as the administrative focus of their transition plans, which means that direct service providers, local education agencies, and not-for-profit agencies have tremendous discretion in terms of how they implement transition services. Although this phenomenon allows for pockets of excellence to develop, it also permits areas of substandard service to persist. Although local transition teams may be best suited to plan for and coordinate transition services in their area, given their in-depth knowledge of the persons, resources, and

employment context of the area, state level coordination is necessary to ensure the overall quality of transition service delivery across the state.

The next five years will be critical to the future of transition service delivery. Given the nature of federal transition legislation, the future of the transition initiatives is in large part dependent upon the status of state level transition planning. Although a vast majority of the states have developed state level policy concerning transition, little is know about the manner in which variations in state level policy are interpreted at the local level. Local interpretation of state policy will determine the degree of institutionalization of transition service delivery. In turn, the extent to which transition is institutionalized at the state and local level will impact the future of those students making the transition from school to work.

Year 4 Products

DeStefano, L., & Snauwaert, D. (1989). A value critical analysis of transition policy. (Attachment 4.5A)

DeStefano, L., & Snauwaert, D. (1989). State transition planning: A comparative analysis. (Attachment 4.5B)

Graduate Student Involvement

Dale Snauwaert, a graduate student in Educational Policy Studies, is assigned .50 FTE to the task. Mr. Snauwaert has taken major responsibilities for the collection of data in this research program. He has co-authored papers with Drs. Harnisch and DeStefano and has presented at the national conferences of the Council for Exceptional Children and the American Association of Mental Retardation.

Overview of Year 5 Activities

In the past year the policy research group completed a descriptive analysis of state transition planning, based upon the creation of a national

data base. The framework for this analysis was an "instrumental" conception of policy that conceives policy as a set of tools or instruments designed to achieve a specific outcome. From this perspective policymakers rely on a predictable set of policy instruments for solving problems. Elmore (1987) has identified four such instruments: (1) mandates, (2) inducements, (3) capacity building, and (4) system changing. Mandates are rules intended to produce compliance. Inducements are conditional transfers of money in return for certain behaviors. Capacity building is the conditional transfer of money in the sense of an investment to produce a future capacity. And system changing is the transfer of administrative authority intended to change the institutional structure through which services are delivered.

Often a combination of instruments is used; this package of instruments constitutes a policy wherein one instrument plays a leading role and one or two others serve as complements. To this date, transition planning for each state has been analyzed in terms of its leading and complementary instruments.

In turn, each policy instrument involves a core "strategic" problem that has to be solved in order for the policy to be implemented. For mandates, the central problem is how to achieve an acceptable level of compliance. For inducements, the strategic problem is the choice of money and conditions sufficient to produce the desired change in performance. For capacity building, the problem is how to balance short-term and long-term preferences. For system changing, the central strategic problem is how to insure that the new institutional structure will survive in the face of conflict with the old structure.

From an organizational perspective, each strategic problem can be conceived as an organizational problem. In order for an instrument to be implemented, an organizational structure conducive to the solution of the

strategic problem must be in place. For example, in order for a mandate to be implemented an organizational structure conducive to the creation of consensus and cooperation must be established.

Research on the formulation and implementation of public policy has tended to bifurcate with little linkage between these two fundamental phases of the policy process. The instrumental approach outlined above has the potential of collapsing this split by linking the policy type with strategic and organizational requirements for implementation.

Based upon our descriptive analysis and the above analytic framework, a number of questions central to the formulation and implementation of state transition policy emerge:

1. What are the factors that influence the selection of policy instruments?
2. Who are the key players in the selection process and what interests do they serve?
3. Is there a relationship between the structure of the decision-making process employed in selection and the type of instrument selected?
4. Are strategic and organizational requirements for implementation anticipated in the design of instruments?
5. Is there a relationship between the type of decision-making process and the anticipation of strategic and organizational requirements for implementation?

In addition, based upon the answers to the above questions, inferences will be made regarding the remaining questions:

6. Is the proposed or existing organizational structure coherent with the adopted instruments?

7. To what degree and in what way does the selection process and the organizational structure affect implementation?

Answers to these questions will provide valuable insight into how state transition policy has been formulated, the organizational requirements necessary for the implementation of transition policy, and the feasibility of particular types of transition programs.

Methods to be used in the proposed study include: document analysis and structured interviews. A subset of states will be chosen from the national data base providing a representative distribution of policy types. State-level agents will be interviewed using a structured interview format. Documents containing information regarding the design and selection of instruments will be analyzed.

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Management Plan for Year 5

TASK 4.6: Policy Analysis

Task Manager: Dr. Lizanne DeStefano

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
4.6.1	Create interview form	Interview form	8-20-89	9-20-89	LD, DS
4.6.2	Pilot interview form	Sample	9-20-89	10-20-89	LD, DS
4.6.3	Conduct interviews	Data base	10-20-89	2-20-90	LD, DS
4.6.4	Conduct document analysis	Date base	10-20-89	2-20-90	LD, DS
4.6.5	Summarize data and conclusions	Monograph	2-20-90	5-20-90	LD, DS

LD - Dr. Lizanne DeStefano
DS - Dale Snauwaert

TASK 5: Technical Assistance

(Dr. Lizanne DeStefano)

Summary of Year 4 Activities

Activities conducted during Year 4 were a continuation of major evaluation technical assistance: planning and conducting three regional workshops; conducting telephone and mail evaluation technical assistance; extending the dissemination series; and providing on-site evaluation technical assistance as requested. There was a turnover of staff in this area, and program evaluators new to the Institute continued the activities described in the management plan for Year 4 designed by last year's experienced staff. The following summary is in accordance with the activities stated in that plan. Of note is that the activities previously reported in Task 6.1 which lead to a data base and an annual compendium of model program project profiles have been logically included within Task 5 and will be reported here.

Review and Analyze Project Evaluation Plans in Funded Applications. The Evaluation Analysis Worksheet (EAW) designed and revised during Years 2 and 3 was used to summarize effectively the major goals, components, and evaluation plans for the 21 projects (in Competitions 84.158N and 84.078C) which began in FY 1989 (Attachment 5.1). Because the seven projects in 84.158R are in essence four-year evaluation studies in themselves, the EAW format is not appropriate to their TA needs and therefore not done initially.

The process of reviewing proposals and translating them into the EAW format provides a useful frame for initial understanding of the projects' intents. The EAW provides all Transition Institute staff with an accessible description of the project, so that as requests come for technical

assistance, the staff can be quickly knowledgeable about each project. It also provides a visible schema that can be discussed with that project's staff as they follow or redesign their evaluation, based on its adequacy to meet final report and evaluation requirements. After individual TA, the EAW is brought up to date as necessary. We have found that because there are many ways of naming types of evaluation, the last column of the EAW which indicates the type of evaluation, for example, goal-based, system analysis, is not particularly functional.

In addition to the 21 new EAWs accomplished before the December 1988 Project Directors' Fourth Annual Meeting, EAWs have been revised for ongoing projects. Before this year EAWs were completed in preparation for individual TA, and therefore to date there are 116 completed EAWs for the model programs.

Develop Topical Papers for Evaluation Technical Assistance Dissemination Series. At the beginning of this year all active projects had five papers in their Series Notebooks. These papers are intended as references for project staff who need evaluation specific to their project evaluation and final report needs. Papers are most typically devel ped from presentations at the regional workshops, because their focus is the immediate needs of the project directors. This method provides a way for audience members to check back on details and also allows staff who did not attend to have access to the information. This year three of the papers were generated in that manner (Attachment 5.2). One paper, though, "Guidelines for Developing the Final Report," serves a more pervasive need. It was written by Robert Stake and Lizanne DeStefano and reviewed by Transition Institute and OSERS staff to ensure that it addressed the concerns of those two groups and the projects in developing the final

report. This year it has been the most distributed paper from the Series and probably will continue to be.

Survey Project Directors TA Needs. Each year, in addition to the one-on-one needs assessment accomplished as individual project staff contact the Institute, an evaluation needs survey is sent to all active projects. The survey is designed for project directors to indicate (1) evaluation needs over the scope of the project, and (2) the needs that are immediate. This year 40 of the 92 projects returned questionnaires. In interpreting the data we make the assumption that those most concerned currently about evaluation for their projects return the questionnaire. Also, although most project directors have evaluated programs and projects in the past, they usually think that they can use expert advice to guide their plans and implementation. Exceptions this year are the staff doing the 84.158R follow-up/follow-along projects. These four-year projects are usually run by educational researchers who feel comfortable with evaluation and whose projects will not have much use for evaluation until later in their projects. We sent them the needs survey anyway, but those who returned them indicated no need for evaluation assistance this year.

In summarizing and reviewing the information that the project staff shared with us on the survey forms, we found that the Content Area Needs most important to the current phase of the project were:

Data collection/data analysis*

Student progress documentation*

Systems change/networking

Interagency agreements/coordination

Project continuation upon funding expiration*

ITPs; field testing, development, monitoring

The asterisked needs above indicate the top three choices last year. Each year a significant proportion of the projects are in their first or last funded year and they are not the same projects that were in their first and last years the year before. It is at the beginning of the project when project directors seriously look at what was promised in the project proposal for evaluation and what information they need for implementing that evaluation. As directors go into their last year and the final report is due in a relatively short time, the interest in these subjects increases. Therefore although evaluation technical assistance occurs each year in these areas for individual project needs, each succeeding year there are always new projects requiring similar assistance. Expertise about what data to collect, how to analyze it, and what to share for final report and continuing funding proposals therefore are critical needs for the majority of our project staff at any given time.

In addition to content area needs, the project staff indicated the following evaluation topic preferences in the areas of importance for their projects this year:

Assessing and analyzing the intended and unintended effects of (their) program

Relating project results to the results of other evaluations (evaluation synthesis)

Developing the evaluation report

Reporting recommendations on the basis of evaluation results

Involving consumers in evaluation planning

Identifying information needs of the target audience

Adapting the evaluation plan when circumstances change

Identifying the technical requirements of the evaluation design

On the last section of the needs assessment, two Standards for Applying Evaluation were selected by the majority of project directors:

1. Applying Feasibility Standards -- intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.
2. Applying Accuracy Standards - intended to ensure that evaluations provide accurate information about the program.

The summary information from the three sections of the survey described above is incorporated in planning the technical assistance year in a number of ways. It is always used in conjunction with other information that we have from the projects, the research faculty, and other feedback to plan workshop agendas, to provide shaping instructions to speakers and to authors of Dissemination Series papers, and to help structure TA visits. After summarizing the needs assessment returns, the surveys are maintained with the rest of the project materials in the individual files.

In conjunction with the formal needs assessment survey and the one-to-one needs gathering, we use solicited comments from workshop audiences and the review of the EAWs and other written information on the projects' evaluation planning in order to determine the major evaluation concerns that Technical Assistance can address.

Develop TA Plan and Schedule. The management plan for Year 4 in the 1988 Annual Report provided the outline for developing the plan and schedule for this past year. Two of the workshops (November and April) were determined by the dates of other meetings for which the TA Workshops were pre-sessions. The third workshop was planned to fit between them geographically and in timing. The most flexible aspect of the management plan is evaluation TA provided at the project site. Frequently the projects had deadlines or conferences that determined the timing of technical

assistance visits. Other visits were determined by the TA staff to coincide with workshop travelling.

Plan and Conduct Three Regional Workshops. Three workshops were held in FY 1989 for 61 project staff:

November 30, 1988	Washington, DC (before Project Directors' Annual Meeting)
February 2-3, 1989	Miami
April 3, 1989	San Francisco (pre-session for CEC)

The individual workshops differ, of course, on audience members as well as faculty and their topics. Common to each Transition Institute Evaluation Technical Assistance Workshop are:

1. An introduction to program evaluation and how the ETA staff at the Institute can assist;
2. A quick outline of why the final report and evaluation are necessary;
3. An opportunity for each project staff member to describe his or her project and usually ample time for audience members to interact outside the final workshop timelines;
4. Availability of technical assistance staff for individual TA; and
5. The workshop evaluation to fill out for feedback for planning.

The project staff audience came from the following competitions:

CFDA No.	No. Attending Workshops
84.023D	1
84.023G	0
84.078B	0
84.078C	28
84.086M	2
84.128A	3
84.158B	0
84.158C	10
84.158L	3
84.158N	11
84.158R	2

The main topics and the faculty presenting each were as follows:

"Evaluation and Reporting Requirements," Lizanne DeStefano

"Overview of Evaluation Demographics and Strategies," Tom Owens

"Conducting a Goal-Based Evaluation: Measurement and Reporting," Tom Owens

"Using Evaluation Information Program Planning and Impact," Bob Stodden

"Institutionalization: Using Evaluation to Assist in Program Continuation," Joyce McWilliams

"Designing Instrumentation to Measure Process and Outcomes," Bob Stodden

"Constructing Vignettes for Final Reports and Dissemination," Deborah Rugg

It is clear from workshop evaluations, discussions after individual site visits and TA, and all other discussions with project staff that they want and need directly usable information from technical assistance contacts as well as the support that comes from TI faculty and staff who understand the project milieu. All information must have face validity; project staff are willing to assume philosophical soundness. Therefore criteria for choosing workshop faculty should include not only knowledge of educational program evaluation and transition, but also direct experience with OSERS projects in some capacity.

Conduct Telephone, Electronic, and Mail TA and Conduct On-Site TA and Follow-up Activities. Listed on the management plan separately, these activities are best discussed as a continuum. For example activities that start on the telephone can lead to individual on-site TA. As designed and described in Year 2, evaluation technical assistance can be thought of as being provided at five levels, the first level being provided to all 93 active projects and four more levels provided as projects need and request TA.

Level 1
- Needs Assessment Survey
- Project Characteristics Questionnaire
- Dissemination Series papers as available
- Project Profiles Compendium
- Workshop correspondence

Level 2
- Same as Level 1, and
- Specific telephone response to project staff questions

Level 3
- Same as Level 2, and
- Follow-up correspondence and topical materials related to project request

Level 4
- Same as Level 3, and
- Review of EAW by evaluation TA staff
- Individual meeting (Individual TA) at a workshop or at TI

Level 5
Same as Level 4, and
Site visit by evaluation TA staff

Twenty-eight site visits made during FY 1989 are listed on the next page in the order they were conducted. Twenty-five visits were made by the TA staff; three were made by TI research faculty with a particular interest in those projects.

EVALUATION TECHNICAL ASSISTANCE SITE VISITS

COMP#	LOCATION	PRIMARY PROJECT CONTACT	INSTITUTE PERSONNEL
078C	Charlotte, NC	Rochester	DeStefano/Rugg
158C	Richmond, VA	Graesser	DeStefano
078C	Louisville, KY	Minnis	Rugg/Stake
158R	Louisville, KY	Cohen	Rugg/Stake
158R	Louisville, KY	Cohen	DeStefano
158N	Olympia, WA	Jackson	Rugg
158N	Tacoma, WA	Hirschmann	Rugg
078C	Albany, OR	Grigsby	Rugg
158C	Gainesville, FL	Schenk	McWilliams
078C	Orlando, FL	Allen	McWilliams
078C	Orlando, FL	Hackett-Waters	McWilliams
078C	Milwaukee, WI	McCarty	McWilliams
158R	Seattle, WA	Edgar	DeStefano
158L	Seattle, WA	Weisenstein	DeStefano
158R	Honolulu, HI	Stodden	Harnisch
158C	Dewey, AZ	Beard	McWilliams
128A	Tucson, AZ	Manion	McWilliams
158C	Tucson, AZ	Bounds	McWilliams
158L	Tucson, AZ	Perino	McWilliams
158N	Tucson, AZ	Harden	McWilliams
078C	Cullowhee, NC	Stewart	Rugg
078C	State College, PA	Gray	McWilliams
158R	Tallahassee, FL	Elfner	McWilliams
158A	Richmond, CA	Jameson	DeStefano
158C	Columbus, OH	Izzo	DeStefano
158N	Atlanta, GA	Elliott	McWilliams
128A	Boston, MA	Kendrick	DeStefano
158R	Minneapolis, MN	Bruininks	DeStefano

Graduate Student Involvement

Two graduate students, Michael Carren and Tsuey-Hwa Pan were appointed .25 FTE on the task. Their duties included completing Evaluation Analysis Worksheets, entering project data into dBSE III format, and general assistance. Tsuey-Hwa has finished her master's degree in social work. Michael will continue next year.

Overview of Year 5 Activities

No major changes are anticipated in the delivery of technical assistance to model demonstration programs.

Management Plan for Year 5

TASK 5: Technical Assistance

Task Manager: Dr. Thomas Lagomarcino

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
5.1	Review and analyze project evaluation plans in funded applications	Evaluation Analysis Worksheet	8-22-89	ongoing	TL, GRA
5.2	Develop topical papers for Evaluation Technical Assistance Dissemination Series	Four topical papers	8-22-89	6-30-90	TL, IS
5.3	Survey project directors for TA needs	Needs assessment Telephone log & notes from post-meeting calls	8-22-89	ongoing	TL, GRA
	- administer needs assessment instrument via mail	Needs assessment analysis report	8-28-89	9-28-89	
	- make follow-up calls to directors/administrators		9-28-89	ongoing	
5.4	Develop TA plan and schedule	Written plan & proposed schedule based on needs assessment	8-28-89	ongoing	TL, IS
5.5	Plan and conduct three regional workshops		8-22-89	5-90	TL, IS
5.6	Conduct telephone, electronic, and mail TA		8-22-89	ongoing	TL, IS
	- Make telephone calls to projects in accordance with TA plan	Project contact sheet	8-22-89	ongoing	
	- Use electronic mail & bulletin board on SpecialNet in accordance with TA plan	Messages/response to questions on SpecialNet; log for recording	8-22-89	ongoing	
	- Use correspondence TA in accordance with TA plan	Letters; packets of materials; follow-up letters	8-22-88	ongoing	
5.7	Conduct on-site TA and follow-up		9-89	ongoing	TL, IS
	- Select 8 regional sites for on-site TA according to specified selection criteria	List of sites selected with names & address	9-89	ongoing	
	- Conduct site visits	Site visit report	9-89	ongoing	
	- Follow-up special requests inquiries	Packets of materials; letters/messages	9-89	ongoing	
5.8	Summarize and evaluate TA		8-22-89	ongoing	TL, IS
	- Internal TA staff summarize TA provided	TA monthly reports	9-10-89	monthly	

Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
- Project staff evaluate TA	Survey evaluating TA provided during year	9-22-89	8-20-90	TL, IS
	Evaluation results and report	8-22-89	8-20-90	TL, IS

TL - Thomas Lagomarcino
GRA - Graduate Research Assistant
IS - Institute Staff

TASK 6.1: Model Program Data Base

(Dr. Frank R. Rusch and Dr. Lizanne DeStefano
Deborah Rugg, Lynda Leach, Tu Jho Ju)

Summary of Year 4 Activities

Since 1984, 208 model demonstration projects have been funded under the Transition Initiative. The primary purpose of Task 6.1 is to collect, summarize, maintain, and disseminate information about these model projects. In order to analyze the impact of project activities on transition as a national priority, the Transition Institute at the University of Illinois maintains a model program data base. Each year a Compendium of Project Profiles is generated from this data base; this Compendium provides project information to all the transition projects, the TI and OSERS staff, and others interested in the federal transition initiative.

Descriptive data are collected annually from the current projects through the use of a Project Characteristics Questionnaire (PCQ). For uniformity of information, the PCQ items are not altered. We did pilot two new items this year, asking projects to share experiences about barriers encountered and notable successes.

The 11 new expired projects were asked to fill out an Expired Project Characteristics Questionnaire (EPCQ) to indicate components of the program continuing, products available, and whom to contact for information.

Project responses to the PCQs and the EPCQs are incorporated into the project profiles for the Compendium and into the model program data base.

In past years the PCQs were sent to all existing and expiring projects in January. This year the Technical Assistance staff decided that it would be useful to update the 1988 Compendium by providing an addendum of the 28

new projects' profiles. Therefore all the new projects received PCQs in the fall to return quickly. They responded in a timely fashion, and it was possible to distribute information about these new projects to all the project staff at the Project Directors' Fourth Annual Meeting.

In February, the remainder of the projects received PCQs and EPCQs to update, and the new projects had an opportunity to edit their original profiles and PCQS. A follow-up questionnaire was sent to all the projects that had not returned the questionnaires within a month and a half. TA staff completed PCQs and profiles for nonresponding projects.

Project profiles for all 93 current and 115 expired projects were developed, based on the information and descriptive data from the questionnaire for inclusion in the 1989 Compendium of Project Profiles (Attachment 6.1A). This compendium is produced by the Technical Assistance program and is disseminated to all projects annually. The Compendium includes five major sections:

- The Introduction describes the Federal Transition Initiative and the role of the Transition Institute at the University of Illinois.
- The Overview contains selected summaries of the descriptive data collected from the current projects. Also included are overviews of the competitions and of the expired project information.
- The Project Profile Section provides a summary of each individual competition, a summary of the projects funded under the competition, both current and expired, and individual project profiles for current and expired projects. The 12 competition profiles within this section provide a summary of the purpose, authority, eligible recipients, funds available, number of grants awarded, and duration of awards for each competition; it precedes the individual project profiles for each of

the competitions. The summary of project profiles summarizes the data reported in the individual profiles of current projects for each competition. The Individual Project Profiles provide a description of each current project funded under the individual competitions, including project demographic information, project purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation plan, and project products.

The summary of expired project profiles follows the individual current project profiles and presents an overview of the purpose, focus of continuation activities, project components being continued, and project products reported by the expired projects in each competition. Individual expired project profiles follow each summary and provide information on the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components continued (and by whom), and the project products available from the project.

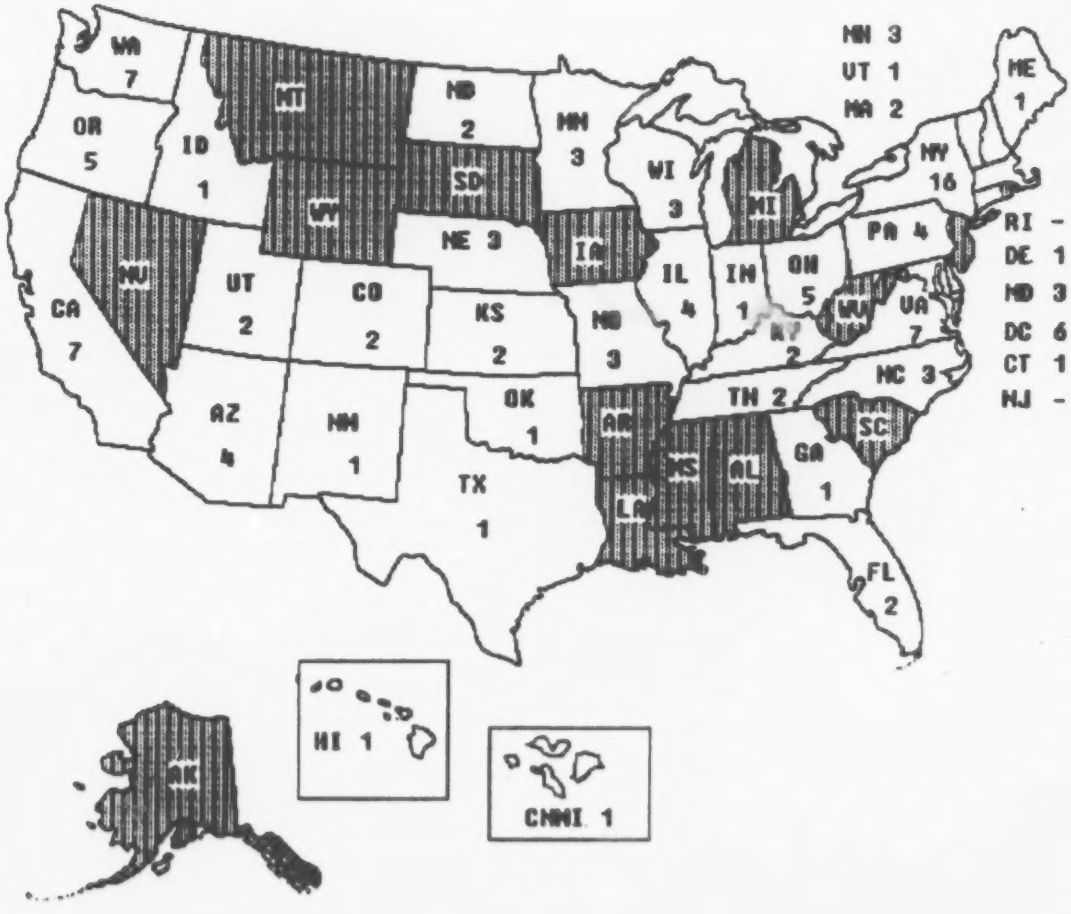
- The Index provides a guide to projects' key personnel, location, and handicapping conditions served.
- The Appendixes provide copies of the PCQ and EPCQ.

Major Findings

One of the most basic ways to look at the transition projects is their geographical location. The following three United States maps show which states have and have had model demonstration projects since 1985. The first figure indicates the states that were home to 115 now-expired federally funded model demonstration projects. Information in the profiles on these projects indicate which of their components are being continued without OSERS funding.

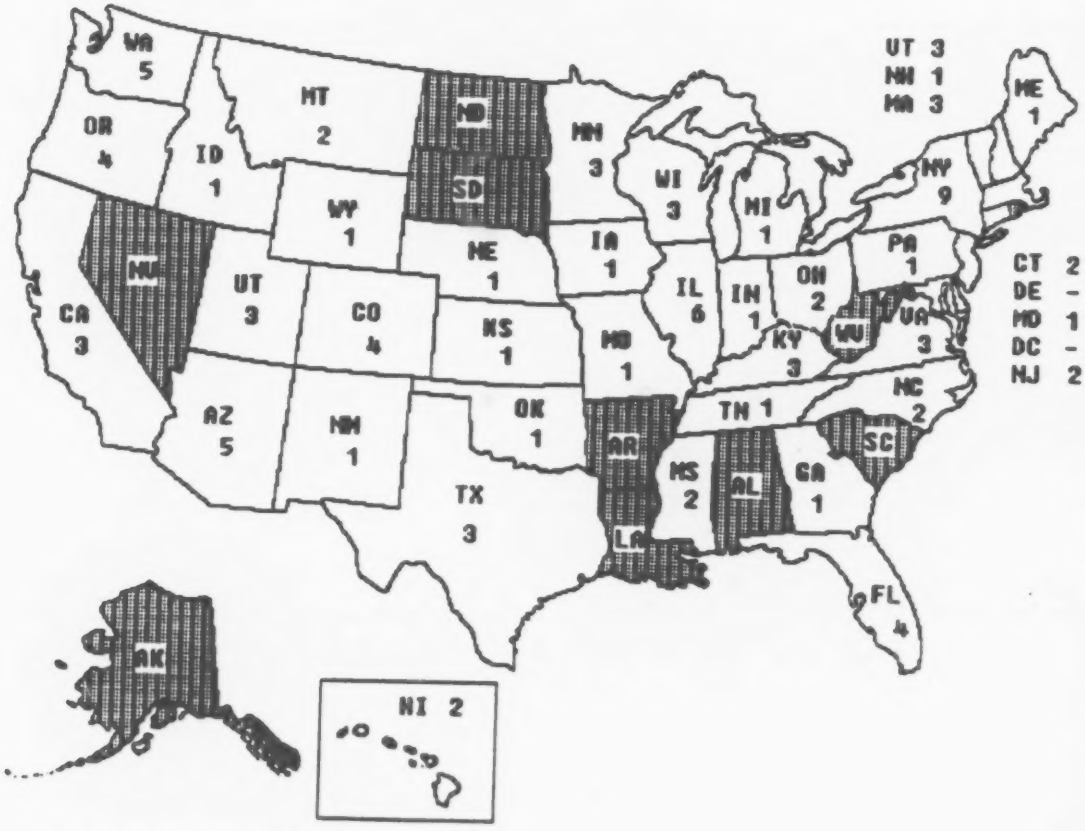
Geographic Distribution of Expired Projects
as of May 1989

(N = 114)



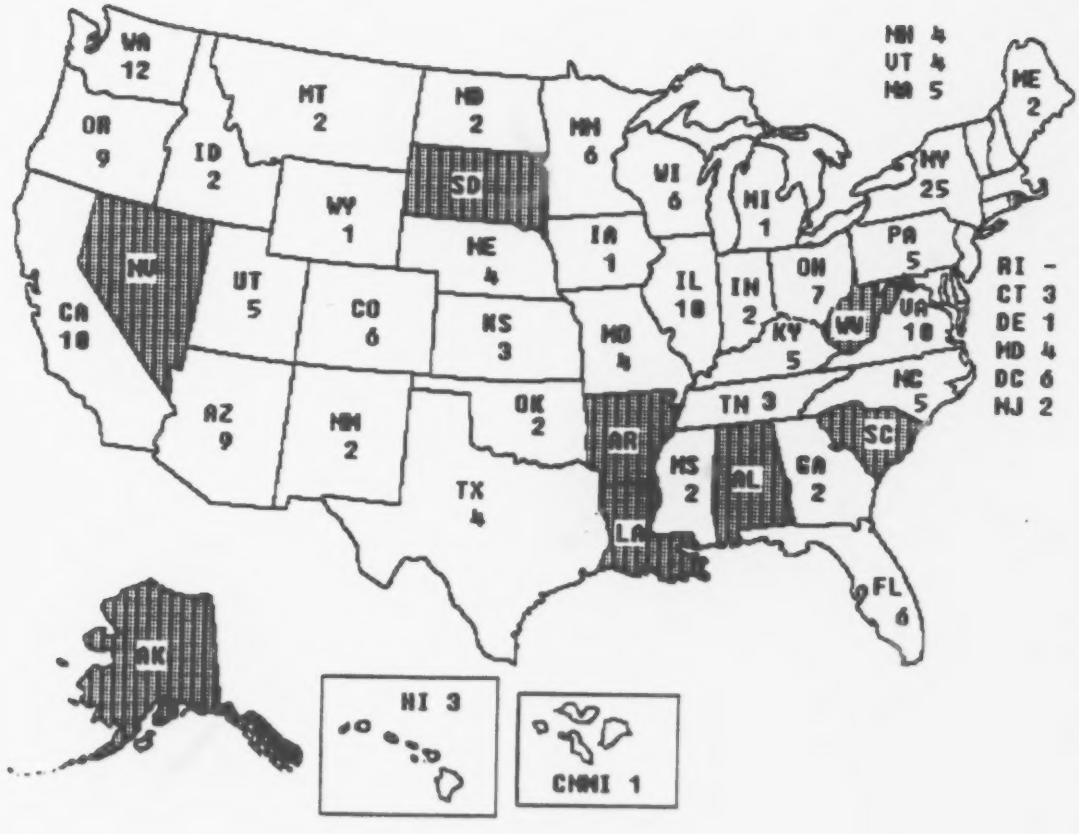
Geographic Distribution of Current Projects
as of May 1989

(N = 94)



Geographic Distribution of Current and Expired Projects
as of May 1989

(N = 208)



The second map shows the 40 states in which the 93 current OSERS funded transition projects reside. The profiles on the current projects indicate the major emphases and clients.

The third map, which is perhaps the most interesting, shows where model transition demonstration projects have continued since the inception of the Transition Institute. Only eight states have not had participants. Some states have had many.

These 208 model demonstration projects represent 12 different Competitions with separate intents representing different facets of the transition effort. These intents of competition and types of projects are summarized in Table 1.

Overview of Year 5 Activities

No major changes are anticipated in the activities associated with this task.

Table 1

Summary of OSERS Model Demonstration Project Competitions in Transition

(N = 208)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/Youth Employment Projects	84.023D	12 Expired	To demonstrate innovative approaches to transition using direct service delivery.
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/Postsecondary Projects	84.023G	15 Expired	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	To stimulate higher education (postsecondary, vocational, technical, continuing, or adult education) possibilities for persons with mild disabilities.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects	84.078C	58 (23 Expired)	To focus on special adaptations of postsecondary services.
Innovative Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (including Deaf-Blind) Youth	84.086M	11	To design, implement, and disseminate practices which facilitate the transition of youth with severe handicaps to employment.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals	84.128A	5 Expired	To establish demonstration projects for providing comprehensive programs in vocational rehabilitation services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models	84.158A	16 Expired	To support projects that would develop and establish exemplary school-community models for specific vocational training and job placement.
Secondary Education and Transitional Services for Handicapped Youth	84.158B	11 Expired	To design cooperative models (SEA or LEA) that facilitate effective planning to meet employment needs of exiting students with disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services	84.158C	38 (16 Expired)	To support projects designed to plan and develop cooperative models for activities among SEA's or LEA's and adult service agencies.

Table 1 (Continued)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Secondary Education and Transitional Services for Handicapped Youth: Models for Providing Disabled Main-Streamed Learning Disabled and Other Mildly Handicapped Students with Job Related Training	84.158L	10	To identify job-related training needed by secondary students with mild handicaps.
Training and Employment Models for Youth with Severe Handicaps	84.158N	10	To prepare and place youth with severe handicaps into supported employment prior to leaving school.
Secondary and Transition Services Follow-Up/Follow-Along Projects	84.158R	7	To encourage follow-up and follow-along studies to document the impact of transition services, and to revise program options based on analysis of outcome data.

Management Plan for Year 5

TASK 6.1: Model Program Data Base

Task Manager: Dr. Thomas Lagomarcino

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.1.1	Review analysis of evaluation plans in new project applications	Evaluation Analysis Worksheet	8-22-89	10-15-89	TL, IS
6.1.2	Maintain and update dBase III files for project directors data base and project characteristics data base	dBase files	8-22-89	ongoing	TL, IS
6.1.3	Review and refine strategy for program data collection	Revised data collection strategy & questionnaires for current & expired projects	9-1-89	10-1-89	TL, IS
6.1.4	Collect prescribed data and information on all newly funded projects	Completed questionnaire	10-15-89	4-1-90	TL, IS
6.1.5	Update data and information on all current and expired projects	Updated questionnaire	11-89	4-1-90	TL, IS
6.1.6	Conduct follow-up calls/ inquiries	Phone log and memo	2-90	ongoing	TL, IS
6.1.7	Develop individual project profiles	Profile reports	4-1-90	5-30-90	TL, IS
6.1.8	Develop project group profile	Profile reports	4-1-90	5-30-90	TL, IS
6.1.9	Develop a compendium of project profiles	Compendium	5-1-90	6-30-90	TL, IS
6.1.10	Develop graphical profiles of key summary data	Graphic data	5-1-90	6-30-90	TL, IS

TL - Thomas Lagomarcino
IS - Institute Staff

TASK 6.1a: Competition Analysis

(Drs. Frank R. Rusch and Lizanne DeStefano)

Summary of Year 4 Activities

Any examination of the explanations offered for the poor post-school adjustment of youth with handicaps will show that a number of economic, educational, vocational, societal, and personal characteristics predominate. Emerging theories emphasize the personal and social inadequacies of these youth and the inadequacies of the schools as the reasons for their poor adjustment. Until recently, however, there has been no systematic attempt to understand why youth with handicaps fail to participate fully in American society and why they fail to adjust successfully in adult life. Our attempts over the past 10 years to integrate persons with handicaps into the mainstream of education have had little influence. In fact, research findings suggest that secondary special education students face almost certain underemployment or unemployment.

In 1984, the Office of Special Education and Rehabilitative Services (OSERS) recognized the need to understand the period between the time when a student is expected to learn educationally relevant lessons and when he or she must adjust to the demands of young adulthood. A Request for Proposals was issued by OSERS for grant applications to "enhance (our) understanding of the needs of secondary students in the continuing educational and occupational areas." OSERS envisioned model programs that would develop effective techniques and methods to help youth with handicaps to make the transition from public schools to postsecondary education or to employment. The grantees were charged with the responsibility of developing model programs that would provide a base for an "effective adult life in the

community." The closing date for receipt of grant applications was July 6, 1984. Approximately $1,000,000 was expected to be available for support of 10 model programs that would be funded for as long as three years.

OSERS expected applicants to identify research questions in the area of transition from high school to post-secondary education and from high school to the world of work. The grant application packet (CFDA #84.158C) contained several statements designed to assist applicants to explore the research possibilities of the transition needs of young adults with handicaps. These statements included potential research questions in the areas of curriculum development/modification, social skills acquisition and maintenance, long-term support and follow up, independent living skills acquisition and maintenance, and counseling and long-term planning.

This research program describes the demographic characteristics, purposes, activities, outcomes, and barriers associated with the transition model programs that were funded under Competition 84.158C, in an effort to determine the extent to which they addressed postsecondary education and employment expectations set forth by OSERS.

The sources of data for the study were:

1. the original Request for Proposal (RFP) for the competition;
2. the original grant application for each funded model program in the competition;
3. the information reported by the model program in the Project Characteristics Questionnaire developed by the Transition Institute; and
4. the final evaluation report submitted by the model program to OSERS.

Tables were constructed for each of five categories of analysis: demographics, purpose, activities, outcomes, and barriers. The authors reviewed the request for proposal that was disseminated nationally to identify the purpose(s), activities, and outcomes expected by OSERS and constructed the five tables from their consensus on these items. The tables also included space to code new categories that were mentioned in the original grant application of the Project Characteristics Questionnaires.

Table 1 presents demographic information about the model programs, including region of the country, primary grantee, funding level, duration, cooperating agencies, and population served. Tables 2 through 4 present model program purposes, activities, and outcomes that were made explicit in the original grant application and subsequent continuation reports. The information about barriers in Table 5 was taken from a review of the final reports. The tables include numerous annotations and pertinent data from the final reports.

Year 4 Products

Rusch, F. R., & DeStefano, L. (1989). Secondary Special Education and Transition Services: Model Program Overview and Recommendations. (Attachment 6.1B).

Gajar, A. H., Rusch, F. R., & DeStefano, L. (1989). A descriptive analysis of competition 84.078B post-secondary model programs (Attachment 6.1C)

Major Findings

Although few model programs directly addressed the primary purposes of the competition as stated by OSERS, the widespread attention to cooperative models of service delivery, interagency collaboration, and transition planning in the early years of the transition initiative is understandable

and shows foresight on the part of project directors. It can be argued that these projects laid the foundation for continued and expanded transitional services.

Although the activities associated with the stated purposes of these model programs were varied, a core set of activities including curriculum development, work experience, and interagency coordination were shared by the majority of programs. It is of concern that very little activity was directed toward the dissemination, replication, and continuation of the model programs. Although these are common expectations associated with all model programs, final reports contained no obvious mention of these activities. Of course, it is quite possible that project directors did not report these activities as a result of reporting ambiguities or grant competition expectations.

Although some model programs reported empirical evidence of outcomes achieved in terms of information such as number of individuals served, number of job placements made, wages earned, and number of transition plans developed, other programs chose merely to report that objectives were or were not achieved.

All projects but one submitted a final report in this competition. The 15 reports that were submitted varied widely in terms of completeness, with the body of the reports ranging from 11 to 117 pages. (Appendixes ranged from 28 to 232 pages.) Most final reports included descriptions of the model program as well as evidence of program effectiveness, including basic benefit-cost analyses. Barriers to implementation also were discussed by many project directors. The most often cited barriers were related to personnel recruitment, funding, and communication.

Recommendations

The following recommendations are based upon information gathered by reviewing this first in a series of grant competitions sponsoring secondary special education and transition services. These recommendations include administrative and programmatic suggestions. The administrative recommendations refer to the relationships that developed between OSERS and model program personnel; the programmatic recommendations focus upon implementation and reporting activities related to model program interventions.

1. Anticipated awards should be announced immediately after the winning grant applications have been selected. This early notification would allow project directors the time needed to recruit and train key personnel.
2. OSERS project officers should be required to assess model program activities reported in continuation proposals in an effort to guide the final reporting of model program activities and outcomes.
3. If continuation, replication, and dissemination are indeed key features of model demonstration programs, the grant application packet and reviewers' scoring criteria must emphasize their importance. Model demonstration programs should recognize the importance of continuation, replication, and dissemination activities and outcomes in conducting and reporting about their model programs.
4. Existing guidelines for final report preparation should be reviewed, and an effort should be made to assist project directors in determining the best way to report their efforts to OSERS. This outline should include a clear statement of final reporting purpose, an idea of what information must be included, and perhaps a sample final report.

5. All final reports should be submitted to an ERIC clearinghouse to make them accessible to policy and program developers. Final Reports should be reviewed for completeness by OSERS or other designated personnel (e.g., Transition Institute personnel). If additional information is needed, appropriate model program personnel should be contacted and requested to supply the additional material.
6. Published Requests for Proposals (RFPs) should include minimally acceptable outcomes to be realized by implementation of a model program.
7. The outcomes to be realized by each model demonstration program should reflect not only the extent and impact of student work or postsecondary educational experience, but should also include a description of the educational experience and a description of the impact on staff, participating agencies, parents, the community, and the service delivery system.
8. Definitions should be standardized for common outcomes such as employment, participation in education programs, and independent living.

Overview of Year 5 Activities

As competitions expire, we plan to continue to review them in the manner described in the summary of Year 4 activities.

References

Dowling, J., & Hartwell, C. (1988). Compendium of project profiles. Champaign: Transition Institute, University of Illinois.

Management Plan for Year 5

TASK 6.1a: Competition Analysis

Task Manager: Dr. Frank R. Rusch and Dr. Lizanne DeStefano

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.1a.1	Review analysis of evaluation plans in new project applications	Five evaluation analyses completed	8-21-89	11-30-89	FR, LD
6.1a.2	Maintain and update Dbase III files for project directors data base and project characteristics data base	dBase files	8-21-89	ongoing	FR, LD, JT
6.1a.3	Review and refine strategy for program data collection	Revised strategy	9-1-89	ongoing	FR, LD, JT
6.1a.4	Collect prescribed data and information on all newly funded projects	Completed questionnaire	9-16-89	4-1-90	FR, LD
6.1a.5	Identify expired projects within a competition	Expired projects	9-16-89	4-1-90	FR, LD, LL
6.1a.6	Analyze expired competition	Analytic matrices	9-16-89	4-1-90	FR, LD, GRA
6.1a.7	Develop journal article of findings	Article	4-1-90	8-20-90	FR, LD

FR - Dr. Frank Rusch
LD - Dr. Lizanne DeStefano
JT - Dr. Jho-Ju Tu
LL - Lynda Leach
GRA - Graduate Research Assistant

TASK 6.2: Meta-analysis of Employment Outcomes

(Dr. Laird W. Heal)

Summary of Year 4 Activities

Year 4 was dedicated to extending the meta-analysis on employment outcomes, often called "the case study project," in which pairs of competitively employed students were evaluated to see why one was successfully employed and the other not. To this end, survey instruments were mailed, and 31 pairs of cases were added to the 24 that had been processed previously.

Major Findings

This study examined variables that influence the successful transition of individuals with disabilities from secondary special education to competitive employment. A questionnaire was used to obtain data on matched pairs of students, one successfully employed for at least six months, and the other losing his or her job within the same period (Attachment 6.2A).

Fifty-five matched pairs were obtained from model programs funded under the transition-from-secondary-education initiative of the U.S. Office of Special Education and Rehabilitative Services. The questionnaires were completed by students' placement counselors, trainers, or supervisors. Although the data from the total sample have yet to be analyzed, preliminary results suggest that students succeed in a variety of jobs in communities across the nation. The most common elements associated with employment success appear to be student attitude, placement team effort, employer support, and match of the student to the job.

Year 4 Products

The major product is the interim report of this study, which was accepted for publication in Career Development for Exceptional Individuals (Attachment 6.2B). The final report based on these findings was previewed at the 113th Annual Convention of the American Association on Mental Retardation in May, 1989, and submitted for publication in the summer.

Other presentations and publications completed by Dr. Heal and his colleagues are attached.

Graduate Student Involvement

After serving with great distinction for two years, Janell I. Haney Copher was awarded her Ph.D. in the spring of 1988. Taking her place has been Pat Gonzalez, a doctoral student in vocational education who will receive her Ph.D. degree in August of 1989.

Overview of Year 5 Activities

In Year 5 Task 6.2 will be re-directed from direct research on Transition Initiative projects to indirect analysis of the data sets of the National Longitudinal Transition Study completed by SRI international. The following data sets from the first year of this study became publicly available in May, 1989.

- The Parent/Youth Survey. In the first year of the study, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youth's educational attainment (including postsecondary education), employment experiences, and measures of social integration. This survey is expected to be repeated in 1989, when the youth will be interviewed if he/she is able to respond.

- School Record Abstracts. Information has been abstracted from the school records of sample youth for the previous year or for the last year they were in secondary school (either the 1985-86 or 1986-87 school years). Information abstracted from school records relates to courses taken, grades achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. Records will be abstracted again in 1989 for youth still in secondary school in the 1988-89 school year.
- School Program Survey. Schools attended by sample youth in the 1986-87 school year were surveyed for information on student enrollment, staffing, programs and related services offered secondary special education students, policies affecting special education programs and students, and community resources for the disabled.

In Year 5 the Employment Outcomes Team will plan and execute a secondary analysis of these data sets from the National Longitudinal Transition Study of Special Education Students. Two major research questions will be addressed:

6.2.1 What are the correlates of positive employment experience in the Parent/Youth Survey?

6.2.2 What are the school and community characteristics that are correlated with supported and competitive employment preparation programs in the schools from the School Program Survey?

References

Heal, L. W. (1989, May). Factors contributing to successful placement in community residential alternatives. Presented at the 113th annual conference of the American Association on Mental Retardation, Chicago, IL.

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Management Plan for Year 5

TASK 6.2: Meta-analysis of Employment Outcomes

Task Manager: Dr. Laird W. Heal

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.2.1.	Parent survey	Report	8-20-89	5-20-90	LH, GRA
	- Obtain data type from Stanford	Data tape	8-20-89	10-1-89	LH, GRA
	- Read data tape at UIUC		10-1-89	12-1-89	LH, GRA
	- Complete data analysis	Printouts	12-1-89	2-1-90	LH, GRA
	- Write draft of paper	Draft	2-1-90	3-1-90	LH, GRA
	- Complete final report	Report	3-1-90	5-20-90	LH, GRA
6.2.2.	School Program Survey	Report	8-20-89	5-20-90	LH, GRA
	- Obtain data tape from Stanford	Data tape	8-20-89	10-1-89	LH, GRA
	- Read data tape at UIUC		10-1-89	12-1-89	LH, GRA
	- Complete data analysis	Printouts	12-1-89	1-15-90	LH, GRA
	- Write draft of paper	Draft	1-15-90	2-15-90	LH, GRA
	- Complete final report	Report	2-15-90	5-1-90	LH, GRA

LH - Dr. Laird Heal
GRA - Graduate Research Assistant (to be named)

TASK 6.3: Continuing Projects

(Dr. Francesca Lundstrom)

Summary of Year 4 Activities

In 1984, to enable implementation of the Education of the Handicapped Act, the United States Congress authorized $6.6 million annually in grants and contracts intended to strengthen and coordinate education, training, and related services for youth in the process of transition.

The bulk of this discretionary money was used to fund over 100 model demonstration projects in transition or postsecondary education across the United States. The aim of the grant program was to extend the responsibility of public education beyond the school-age population, that is, to expand transition services from school to work or postsecondary educational settings for youth with handicaps. The goal was to demonstrate the effectiveness of newly conceived transition/postsecondary education models which could be replicated either in part or in their entirety in other communities. The projects were funded for 12 to 36 months with an average grant period of 28 months. The mean annual award level was $100,000. Each of the projects had as part of its proposal a commitment to evaluation, dissemination, and replication. Funding recipients included institutions of higher education, state education agencies, local education agencies, and not-for-profit agencies.

Since 1984, 180 model demonstration projects have developed and implemented a wide range of service delivery models focused on facilitating the transition to work of youth with handicapping conditions. Projects can be divided into four main categories: educational (providing services that enable a young person with handicaps to acquire more competency in such life

skills as handling money, shopping, and personal hygiene, or for the less severely handicapped, to attend college); work-related (providing services to enable a young person with handicaps to get employment); interagency cooperation (setting up mechanisms to ensure that school, rehabilitation, community, and other agencies develop cooperative agreements to eliminate gaps and redundancies in helping young persons with handicaps in transition within specific communities); and other (diverse types of projects which cannot be easily categorized).

Project services are provided in major metropolitan areas, suburbs, small towns, and rural areas. In addition, some models are designed to provide countrywide, statewide, or nationwide services.

Of the youths being served by projects, over one-half have a learning disability, and approximately 20% have either a diagnosis of mental retardation or a developmental disability. To date, a total of 18,877 persons with diverse handicaps have been served by model demonstration projects. The majority of projects also offer related service components to parents, teachers, agency personnel, business/industry personnel, and other service providers.

Considerable expertise, manpower, time, and resources--not to mention taxpayers' money--have been expended to initiate and maintain projects. An enormous amount of knowledge and expertise must be acquired by project personnel immediately before and during the time funding is in operation. It would therefore seem a waste of resources and knowledge if projects should expire without leaving some record of the insights gained by project personnel. Of course, some projects do survive when funding has ceased; these projects must be regarded as having some special characteristic not possessed by the others.

Little is known presently of what happens to projects when funding ceases or why some projects continue while others do not. Our research is aimed at redressing this lack of knowledge by (a) determining which characteristics are pivotal in the continuation of projects after federal funding has expired, and (b) recording the impressions of the contact person of why that particular project survived.

The thrust of our inquiry is twofold: (a) the construction of a data matrix of variables describing projects' characteristics, and (b) the administration of a questionnaire to a sample of contact people in projects no longer federally funded but still in operation, asking, among other questions, their impressions of why their project succeeded in staying operational.

By providing information on which factors were pivotal in project continuation, this research will offer crucial insights to funding agencies, enabling them to be more discerning in choosing projects to support. From another perspective, the information gained by this research will help initiators of model projects to examine critically the factors they plan to include in their projects, in light of what has been shown to work.

Work was begun on this project in January, 1989. A coding scheme was devised for extrapolating data from Institute files on expired projects (Attachment 6.3A). Graduate research assistant Peck-Bee Lim has been numerically coding the textual information contained in (a) the Transition Institute's Project Profiles data base, (b) final reports from projects, and (c) other relevant information contained in the project files. The data are being recorded on coding forms for entering on computerized data files. All missing or unclear information is being noted. When coding of all 56 projects has been completed, project personnel will be contacted by telephone

and interviewed in an attempt to augment and clarify the data already obtained.

While on a trip to Washington, Dr. Lizanne DeStefano was able to obtain from OSERS a list of the actual funding paid to projects by the federal government. (The nature of the information on file at the Institute is unclear concerning the total amount of funding paid to projects.)

Because of the nature of the data (some are interval in ratio level of measurement while others are nominal and ordinal), the data will be entered and analyzed in two iterations, having on both occasions the variable measuring level of continuation as the dependent variable. The "harder" data will be analyzed using stepwise multiple regression, and then, depending on the success of the analysis, variables from the "softer" data set will be added.

Tatsuoka (1970, p. 1) notes, "When two or more groups are compared in terms of many variables it is of interest not only to see if they differ significantly from one another but, if they do differ, also to understand the nature of their differences" (see also Klecka, 1980). This type of comparison will be the object of our data analysis.

A telephone questionnaire (Attachment 6.3B) was developed for use with expired projects. It elicits information on the most commonly missing data in Institute files. The questionnaire was piloted by mailing to the 11 projects which expired in 1988-89. Respondents were requested to complete the questionnaire and also to critique it for clarity. This questionnaire (augmented by the list of missing data assembled for each project) will be used to complete the data matrix, reducing the missing data as much as possible.

A small sample of directors of expired projects are also being interviewed, as we seek to learn the problems, the successes, and failures they encountered throughout the project's funding period and which factors they felt were pivotal in the continuation or demise of the project on cessation of federal funding. To date, one project director of a continuing project has been interviewed and much insight gained. Qualitative data will be analyzed using TEXTPACK V.

Graduate Student Involvement

Peck Bee Lim was assigned to this task .25 FTE to assist in data collection and analysis. Ms. Lim has left the Institute to complete an internship with IBM. Another student will appointed in the fall semester.

Overview of Year 5 Activities

Data collection and entry will be finished by May, 1989. Analysis of the data set will be carried out in June. Running concurrently with this will be qualitative interviews with selected project personnel in various areas of the United States. Work on this project should be completed in full by September, 1989.

References

Klecka, W. R. (1980). Discriminant analysis. Sage University paper series on Quantitative Applications in the Social Sciences, No. 19. Newbury Park, CA: Sage.

Tatsuoka, M. M. (1970). Discriminant analysis. Selected topics in advanced statistics: An elementary approach. No. 6. Champaign, IL: Institute for Personality and Ability Testing.

Management Plan for Year 5

TASK 6.3: Continuing Projects

Task Manager: Dr. Francesca Lundstrom

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.3.1	Finish coding of part 1 of data set	Preliminary data set	5-5-89	5-15-89	FL, GRA
6.3.2	Contact projects for information on missing data	Completed data set	5-15-89	6-15-89	FL, GRA
6.3.3	Analyze part 1 of data set	Analyzed data set	6-15-89	8-15-89	FL, GRA
6.3.4	Prepare preliminary report	Preliminary report	8-15-89	9-15-89	FL, GRA
6.3.5	Visit selected expired project sites to interview project personnel	Interviews	7-10-89	9-1-89	FL
6.3.6	Code, enter, and analyze data from interviews	Analyzed data set	9-1-89	2-1-90	FL, GRA
6.3.7	Analyze part 2 of original data set	Analyzed data	2-1-90	4-1-90	FL, GRA
6.3.8	Preliminary Report	Preliminary Report	4-1-90	5-1-90	FL, GRA
6.3.9	Final Report	Final Report	5-1-90	8-20-90	FL, GRA

FL - Dr. Francesca Lundstrom
GRA - Graduate Research Assistant

TASK 6.4: Analysis of Extant Data Sets

(Dr. Delwyn Harnisch)

Summary of Year 4 Activities

Secondary Analysis. Year 4 continued in the ongoing evaluation of the relationships between independent living and individual and school-related factors with primary emphasis placed on the utilization of a longitudinal approach. This approach allows the opportunity to test the findings of earlier research attempts in determining the later outcomes in these students.

The employment and independent living outcomes of youth with handicaps formed the basis of the analyses. With the fourth wave of High School and Beyond data available, it is possible to follow up on the previous findings in these outcome areas and examine how they translate into the adult experiences of the samples. Thus, the questions relating to employment status, type of jobs, income and benefits, promotion, and job security were addressed with reference to the initial findings in both the Transition Literature Review (Attachment 6.4A) and the Digest (Attachment 6.4B).

In conducting these analyses, focus was on the differences that occur with specific handicapping conditions with emphasis placed on youth with learning disabilities. The examination of how these disabilities in school are related to employment outcomes over the early years following schooling were the focus of these investigations. Specific handicapping conditions were used to study the differential independent living outcomes and quality of life that are exhibited in the fourth wave data.

A major research focus was placed upon those students with handicaps who drop out of high school. Graduation from high school has been found to

be a significant predictor of positive outcomes in employment and independent living. However, the retention rates for many people with handicaps is relatively low. Thus, those with handicaps may be facing the compounding effect of the specific condition and inadequate education in their transition into adult life.

Literature Review. Articles were collected for inclusion in the literature review from as many diverse sources as possible, with special emphases on conference proceedings and any research that may have been commissioned by associations that focus on specific handicapping conditions. The focus on empirical studies examining certain aspects of employment, educational, or independent living outcomes was continued.

There were major changes in the production of the publication. Rather than just reporting the research articles in relation to their outcome focus, a new chapter was written in which we examine the quality and type of research methodologies used in the articles themselves. This was in an attempt to assist readers in their own evaluations of the merit of the research articles.

A major thrust of this year's task has been to expand the reviewed literature on independent living. Fifty-one new independent living articles have been added. In order to help the reader to achieve a better understanding of the numerous possible findings in this domain, the chapter on independent living uses the definition of independent living from Volume 1 as the basis for reviewing the expanded data base. An effort was also made to achieve a more even distribution of articles across all three outcome areas and the handicapping conditions.

Another major change was the production of the annotated bibliography on diskette for easier distribution to interested readers. A manual,

Transition Literature Review Retrieval System (Attachment 6.4C), was written to allow for separate distribution with diskettes.

Major Findings

Research Methodologies. The utility of reported research findings is limited by the quality of the studies conducted. The discussion of research into transition shows that most of the research is conducted under the general approach of quasi-experimental designs, with some using true designs and others case studies. There appear to be several conducted studies in the transition literature that could be improved upon, studies that do not control threats to internal validity and so are unable to provide a sufficiently strong base for inferring that the intervention used brought about the changes claimed. Other studies use such selective groups of subjects or specialized settings that the findings have little generalizability outside the research setting.

The concern about the strength of the controls employed in transition research has a basis in the real applications of the findings that are reported. Many of the studies that are discussed in the current and previous volumes of the Transition Literature Review are very important to the field, and their results are used for program and policy development. However, the ways in which the research was conducted limited the real life value of the findings.

Educational Outcomes. Many of the studies that were reviewed for the literature review reflect a growing use of modern technology in the education of persons with handicaps. However, there are warnings that such technology is not an end in itself and must be designed and selected in a manner that will facilitate the skill building of the users.

With more people with disabilities attending or attempting to attend colleges, there is a need to provide individualized transition services to prepare youth for college and specialized services once they are there. There have been positive findings about the benefits of summer bridging courses between high school and college and the use of other preparatory strategies, especially for youth with learning disabilities whose academic achievement measured on standardized tests is often much lower than the norm. In addition, college GPAs can be affected by as much as 30% by the presence of a handicap in the student.

Despite the growth of transition services and college preparatory programs, youth with disabilities still face serious problems in college.

Employment Outcomes. Effective employment outcomes were able to be generated in a number of ways. The use of job exploration and the use of natural environment training proved helpful in providing employment for people with handicaps in a number of the studies. Experience with the actual tasks and work responsibilities seem to be the critical factors.

For those with severe handicaps, several factors appeared common in association with employment transition. Appropriate work behavior, adequate job skills, the level of work as reinforcers, and the use of adequate personal skills were seen as critical variables in positive placement outcomes.

A number of studies have examined ways in which such skills can be taught and monitored. Self-monitoring techniques have been taught to people with mental retardation and have increased their productivity. Behavior analysis techniques to break jobs down into component parts have also been used successfully in training job skills. Co-workers can also be used to

teach job skills and to assist the person to develop adaptability and control over the work.

The use of skills is not enough if employers will not accept people with handicaps. Although many employers reported that they were favorable to employees with handicaps, about one-half of the employers indicated that they would not hire people with learning disabilities.

Independent Living. Social interaction skills are necessary for most aspects of community life. A number of studies reported ways in which the better responses were uncovered using behavior analysis and then trained into skill repertoires. Use of behavior analysis techniques was generally teamed with the use of self-monitoring and reinforcement techniques.

Other skills are also needed for community life. Analysis of these skills and training programs demonstrate a range from being able to cross a street alone to sexuality. A major finding about the training of skills is the nature of the training settings. Skills that are taught in classrooms and other isolated settings often do not generalize to real world sites. However, those that are taught in the real settings are learned much more quickly and can be transferred to other dissimilar settings. It appears that the feedback that is received from the real-life use of the skills is critical to the learning and later use of these skills.

Year 4 Products

The Transition Literature Review: Educational, Employment, and Independent Living Outcomes, Vol. 3 provides a review of documents that focus on education, employment, and independent living outcomes across 10 handicapping conditions, plus those students considered to be educationally at risk. Both published and unpublished literature were included in the examination of potential sources. Systematic information was gathered from

each of the selected documents, and a data base system was developed for processing all review notes. The classification system allows identification of articles with a primary focus on any one of the three outcome areas or on any one of the 13 handicapping conditions. Because the data base currently contains 296 articles across the three outcome areas and the 13 handicapping conditions, there are many possible uses and data combinations that can be made to facilitate research and literature searches.

Volume 3 varies from the earlier volumes in a number of key respects. Only the 120 articles reviewed and entered in the database this year are considered in depth. This is reflected in the contents of the specific outcome chapters and in the annotated bibliography. The appendixes include references to articles from all three volumes; articles included for the first time in this volume are marked with an asterisk.

Other changes in the format of the review include two new chapters this year. The first of these chapters focuses upon research methodology and provides a discussion of the various ways in which research can be conducted and how the information gained can be put to use. This information was designed to assist evaluation of the articles in the data base.

The second new chapter is a guide to the operations of the newly available data base system, so that users may access the information in the system for their own uses. An order form was included for purchase of these disks.

Several improvements in indexing have been made since Volume 1. The annotated bibliography is now arranged alphabetically by the first author's last name, instead of separated by outcome area. Outcome area reference listings were added in the form of Appendixes B, C, and D. With these enhancements, readers can now locate a document's record by means of the

author's last name or its outcome area. Each document record contains a listing of the handicapping conditions represented in the research article.

Several additional developed products are associated with this task. Two articles, "Human judgment and the logic of evidence: A critical examination of research methods in special education literature" by Harnisch, Fisher, and Connell, and "Career expectations and aspirations of youth with and without handicaps" (Attachment 6.4D) by Fisher and Harnisch, are currently in press in the International Journal of Educational Research. Additional publications related to this work include a foreword in Deaf Students and the School to Work Transition by Harnisch (1989) and a paper included in the proceedings of the ACRES conference on the Analysis of Seven Behavioral Domains of Independent Living (Attachment 6.4E) by Harnisch, Fisher, and Carrol. Work presented includes the 1989 AERA paper Cognitive Return of Schooling for the Handicapped: Findings from High School and Beyond (Attachment 6.4F) by Harnisch and Wilkinson, a manuscript prepared by Harnisch and Snauwaert entitled Who is Caring for the Handicapped? (Attachment 6.4G) which deals with the issue of handicap care providers, and an analysis prepared by Harnisch of reasons for dropping out of school based on the data provided in the 10th Annual Report to Congress.

The Transition Literature Review Retrieval System product utilizes the important advances in electronic data base management. Data base files were created so that any operator of the system can create a report of selected references or abstracts. This system can assist with general literature searches and also with searches focusing on specific handicapping conditions. This provides the basis for quick recall for the policy analyst, while at the same time providing the practitioner with the capability to scan the system for articles that focus on employment,

educational, or independent living outcomes for a particular handicapping condition. This system was also described in Chapter 2 of the Literature Review.

The Digest on Youth in Transition Volume 2 is the second in a series of annual descriptions of data examining the educational, employment, and independent living outcomes attained by youth with handicaps as they exit school and enter the work force. The Digest represents analyses conducted with two major data sources with the understanding that each year additional analysis will be performed to consider the current information and emerging trends in longitudinal data bases.

An introduction of the secondary analysis of extant data sources was given in Chapter 1. Chapter 2 provides discussion of state reported statistics in tables and figures describing the percentages of youth served by handicapping condition based upon the data provided by the Eighth Annual Report to Congress on the Implementation of the Education of the Handicapped Act. Chapter 3 outlines the development of a district-based longitudinal study of special education graduates. Chapter 4 addresses post-school employment patterns by handicapping condition and graduation status. Chapter 5 outlines the development and analysis of a set of independent living scales based upon the HSB data set, and Chapter 6 extends these analyses by examining significant correlates of independent living. Also examined in Chapter 6 are the relationships of independent living with employment, educational outcomes, and demographic factors. Chapter 7 consists of a summary of the major Digest findings.

Graduate Student Involvement

Five graduate students assisted with the project activities for this task. Adrian T. Fisher, a doctoral student in educational psychology,

worked on the task at .25 FTE. Mr. Fisher assisted in the organization and editing of Volume 3 of the Literature Review, the development of the retrieval system and associated documentation, the analysis of independent living outcomes and research methodology, and co-authored related work for dissemination.

Shei-Lan Shi, a graduate student in educational psychology, worked on the task at .25 FTE (fall, 1988). Ms. Shi. focused upon the development of the retrieval system and associated documentation along with analysis of state reported data included in the annual reports.

Moo-Sik Shin, a graduate student in educational psychology, worked on the task at .25 FTE. Mr. Shin focused upon performing various statistical analysis as requested on the High School and Beyond and state data bases from the annual reports to Congress.

Michael L. Connell, a doctoral student in educational psychology, worked on the task at .25 FTE. Mr. Connell assisted in the development of the retrieval system documentation, analysis of educational outcomes and research methodology, and co-authored related work for dissemination.

Ian Wilkinson, a doctoral student in educational psychology, worked on the task on an hourly basis. Mr. Wilkinson focused upon the analysis of the cognitive returns from schooling for individuals with handicapping conditions as well as on several log-linear models for the comparisons of reasons for dropping out of school.

Overview of Year 5 Activities

Year 5 will continue evaluation of the relationships between independent living and individual and school-related factors. Primary emphasis will be

placed on a longitudinal approach in order to test the findings of earlier research attempts in determining the later outcomes of these students.

Although there are no plans to produce a literature review this year, articles will continue to be collected for possible future reviews. As many diverse sources as possible will be tapped, with special emphases on conference proceedings and other research that may have been commissioned by associations which focus on specific handicapping conditions. The focus on empirical studies examining selected aspects of employment, educational, or independent living outcomes will be continued. In a similar fashion, the major findings from Year 4 will be synthesized and put into form for further dissemination through publications, articles, and conference presentations.

Management Plan for Year 5

TASK 6.4: Analysis of Extant Data Sets

Task Manager: Dr. Delwyn Harnisch

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.4.1	Review extant federal and state data sources on educational, employment, and independent living	Review	9-1-88	7-15-89	DH, GRA
6.4.2	Synthesize Year 4 findings into articles and conference presentations	Articles	9-1-88	5-30-89	DH, GRA

DH - Dr. Delwyn Harnisch
GRA - Graduate Research Assistant

TASK 6.5: Research on Evaluation Approaches

(Dr. Robert Stake)

Summary of Year 4 Activities

The year's work has been a continuation of general research on the process of program evaluation within model programs for transition of handicapped youth from school to work. We have reviewed major issues in program evaluation needing research and surveyed directors and observed project operations to further our understanding of those issues. During the fourth year of the Institute, 1988-1989, effort has been focused on improving project management through evaluation and presentation. This focus has taken the form of further development of a project manager's monthly diary and procedures for mapping project priorities.

The following is a restatement of the larger issues being pursued:

1. How differently do accomplishments of model programs appear to observers at the local level and observers at the national level? And to patrons of various backgrounds?
2. Other than formally stated goals, what goals are model programs pursuing? How could the various goals and activities be more effectively represented?
3. How does technical assistance as provided by the Transition Institute change perception of program goals and standards of success?
4. When project evaluators gather data or write reports, is sufficient attention given to the quality of program administration, especially in dealing with unforeseen changes?
5. Do changes in program personnel substantially affect program operations, and are these changes indicated in evaluation reports?

6. Are the various contexts in which the program operates sufficiently taken into account in preparing annual or final evaluation reports?

The work of the year followed two lines: (a) field trial of the diary, and (b) development of a computerized protocol for mapping project purposes and activities.

The Project Director's Evaluation Diary. In the previous year a one-page diary form was developed. It was based on common but problematic changes projects face, particularly changes that might require special management skills, such as breakdown of an inter-institutional working agreement. The purpose was to help project directors with early recognition of changes in working conditions, but also to draw evaluative attention to the quality of management exercised. It was believed that more final report attention should and would be given to management responsibility if such data were kept monthly. In pilot runs at two projects in late spring 1988, the diary was tried out and suggestions were made for revisions. Changes were made in the diary and over 20 projects agreed to try it out during the winter and spring of 1989. A survey of users will be made during the early summer and a small number of sites visited, for a more complete account of the strengths and weaknesses of the diary procedure. A copy of the present version of the diary, the directions for use and a report of initial use in one site are appended (Attachments 6.5A, B, and C).

Procedure for Mapping Project Purposes. Improvement in evaluation appears to require better ways of representing project purposes and activity. Mapping these important considerations in two-dimensional space has possibilities of simple representation of importance, similarity, and overlap not available in ordinary lists. This task is an effort to develop

and briefly try out a simple but prototypic Macintosh word processor scaling protocol for use in such mapping. This task was begun this spring and is expected to continue into the summer, possibly the fall. The early programming has gone well. The next step is to work out the particular substantive questions for our first try outs. Progress in the programming is indicated in the printout sheets (Attachment 6.5D).

Case Studies. As part of Task 6.5 activity during the Institute's second year, four case studies were carried out. The best two (Santa Barbara and Grays Harbor), were widely circulated among the projects, but additional requests persuaded us to prepare a bound edition for wider circulation. That edition is now available and a copy is appended (Attachment 6.5E). These reports have generated a large number of discussions about project responsibilities for evaluating. It is believed that another major case study should be undertaken during next year.

Major Findings

A number of findings have resulted from Task 6.5 activities since last year's annual report was submitted. The three most important to our own work have been:

1. The methods and language educators have for communicating project priorities and the relationships between resource use and accomplishments are imprecise and sometimes misleading. Graphic mapping of purposes and activities may improve this communication.

2. Most evaluation reports are organized around stated (fixed) goals even though alternative evaluation methods are available. Recognition of the importance of adapting to changing goals, recognizing problems and seizing opportunities is part of improving project management as well as improving evaluation reporting. A routine diary activity has shown promise

in orienting administrators to subtle changes occurring in and around the project.

3. One of the most serious problems a project faces is the loss of key personnel. Often the skills of the former staff member cannot be matched exactly in any combination of new staff members and reassignment of responsibility to old. As a consequence, the activities and even the goals of the project often change. Effective program sponsors as well as evaluators acknowledge the importance of adaptation, but the complexity of such adaptation needs further study.

Year 4 Products

A. Project Director's Evaluation Diary

B. Directions for Use of Project Director's Evaluation Diary

C. Report of field trial of initial use of the Diary in Louisville, Kentucky

D. Procedure for Mapping Project Aims and Activities (intermediate form)

E. Two Case Studies: Santa Barbara and Grays Harbor Transition Projects

Graduate Student Involvement

During the fall and spring semesters, doctoral student Warren Ellis has worked closely with the projects of competitions N and C in the field trials of the Project Director's Evaluation Diary. This work was done under the supervision of Robert Stake and Deborah Rugg.

During the fall, Giordana Rabitti, a master's degree student from the Educational Service Center in Bologna, Italy, studied the initial solicitation of the Project Director's Evaluation Diary in the Louisville, Kentucky Public Schools transition project. This work was supervised by Robert Stake and Deborah Rugg.

During the spring term, doctoral student Hans Ladonyi of Austria was developing the Macintosh software for mapping project purposes and activities. He was assisted in this by Robert Stake and Joyce McWilliams.

Overview of Year 5 Activities

Continuing Task 6.5 attention to the study of project evaluation, the aim for next year is to re-examine the issues of the five-year period in the context of a project facing major personnel changes. This should result in suggestions for modification of evaluation requirements, expectations, and technical assistance, so that the work of those who evaluate contributes maximally to program quality.

The research over the first four years gave major attention to the difference between what is valued in special education transition practice at the model project level and the values called forth in the present exercise of normal evaluation responsibility at that level. In other words, we have been engaged in validation of evaluation requirements. The summary of work across the years is:

Year 1 (completed). Review of the state of the art of program evaluation to learn what is not sufficiently known.

Year 2 (completed). With case studies and a national survey, study current project evaluation practice and technical assistance, paying particular attention to differences between what is valued in the project and what is emphasized in the final evaluation of the project.

Year 3 (completed). Develop and try out an alternative evaluation strategy (project director's diary) with attention to self-study possibilities.

Year 4 (in progress). Revise and try out the diary in a meta-evaluation effort, and begin developing a procedure for mapping activities and priorities.

In Year 5 we propose to conduct a major case study of a transition project facing unanticipated personnel changes in an effort to understand how project aims, priorities, activities, and self-study efforts are affected. Issues raised in Year 1 will be given attention, as were the questions identified at the beginning of this report. Special attention will be given to use of the project director's diary and the computerized protocol for mapping aims and activities. Recommendation for further change in OSERS project evaluation requirements and technical assistance guidelines will be prepared.

Management Plan for Year 5

TASK 6.5: Research on Evaluation Approaches

Task Manager: Dr. Robert Stake

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
6.5.1	Select and negotiate site for study	Notes	9-1-89	11-1-89	RS, GRA
6.5.2	Develop issue list	List	10-1-89	12-1-89	RS
6.5.3	Make initial site visit	Notes	10-15-89	11-15-89	RS, GRA
6.5.4	Arrange for use of diary, protocol	Notes	10-15-89	12-15-89	RS
6.5.5	Make second site visit	Notes	1-1-90	3-1-90	
6.5.6	Make final site visit	Notes	3-15-90	6-1-90	RS, GRA
6.5.7	Prepare report on diary, protocol	Report	4-15-90	6-1-90	RS
6.5.8	Prepare case study report	Report	4-15-90	7-15-90	RS
6.5.9	Prepare recommendations	Report	6-15-90	9-1-90	RS

RS - Dr. Robert Stake
GRA - Graduate Research Assistant

TASK 7: Experience for Graduate Students

(Dr. Frank R. Rusch and Dr. Lizanne DeStefano)

Summary of Year 4 Activities

During months 36-47 of the contract, 16 graduate students were assigned to various tasks associated with the Institute. Each objective manager is responsible for advertising, interviewing, and assigning his or her own students to activities. Table 7.1 presents information about graduate students by semester and task assignment, including each student's supervisor and percentage of appointment (FTE). Students attend monthly seminars on transition. They receive copies of all Institute publications. Several students have presented at national conferences. Two dissertations were completed this year in conjunction with Institute research programs.

Task managers follow College of Education annual review procedures for each student. To complete this task, during the final week of spring semester, objective managers were asked to complete an evaluation form on each student assigned to their task. The evaluation form requested information about activities assigned to the graduate student, quality of performance, and suggestions for improving graduate student experience at the Institute.

According to the task manager report, graduate students were involved in a wide variety of activities that included conducting computer searches, reviewing and synthesizing literature, planning research activities, collecting data, managing data bases, performing statistical analysis, and writing and editing reports. In all cases task managers reported that they were satisfied with the quality of graduate student performance.

During the same time period, graduate students were asked to complete an evaluation of their experiences with the Institute. Their evaluation form paralleled that for the objective manager; it asked graduate students to describe their activities associated with the Institute, to rate the quality of supervision, and to offer suggestions for the improvement of graduate student experience.

Graduate students' descriptions of their activities were identical to those of their managers. Graduate students reported a high degree of satisfaction with their experiences and the supervision they received during their appointments with the Institute.

Overview of Year 5 Activities

During the fifth year of operation, graduate students will be assigned to tasks according to Table 7.2.

The procedures used to recruit applicants will remain the same as those in Years 1 through 4 (see Management Plan). Specifically, a job announcement will be developed by a task manager and submitted to the Director. The Director will review these announcements and circulate them to all appropriate departments on campus and will list them in Illini Week, a campus publication.

Table 7.1. Reported and Actual Work

Task	Supervisor	Fall	Spring	Summer
1	Leach	Harmon (.50)	Harmon (.67)	Harmon (.67)
2	None	-	-	-
3	None	-	-	-
4.1	Chadsey-Rusch	Collet-Klingenberg (.50)	Collet-Klingenberg (.50)	O'Reilly (.50) Collet-Klingenberg (.50)
4.2	Rusch	Hughes (.50) Wilson (.50)*	Hughes (.50) Wilson (.50)*	Hughes (.50) Wilson (.50)
4.4	Lundstrom	Haim (.50)	Haim (.50)	Haim (.25)
4.5	Renzaglia	Gray (.50)	Gray (.25)	Koterbe-Buss (.50)
4.6	DeStefano	Metzer (.25)	Snauwaert (.50)	Snauwaert (.50)
5	Rugg	Carren (.25) Pan (.25)	Carren (.25) Pan (.25)	Carren (.50)
6.1	DeStefano		Metzer (.25)	Metzer (.25) Holmes-Smith (.25)
6.2	Heal	Gonzalez (.50)	Gonzalez (.50)	Gonzalez (.50) Connell (.25)
6.4	Harnisch	Shi (.25) Fisher (.25)	Connell (.25) Shin (.25) Wilkinson (hourly)	Shin (.50) Wilkinson (hourly) Kang (hourly)
6.5	Stake	Ellis (.50) Rabitti (.25)	Ellis (.50)	Ellis (.50) Rabitti (.25)
7	None	-	-	-
8	None	-	-	-

* Contributed

Table 7.2. Projected Graduate Student Assignments for Months 49 through 60

Task	Supervisor	Fall	Spring	Summer
1	Leach	Harmon (.67)	Harmon (.67)	Harmon (.67)
2	None	-	-	-
3	None	-	-	-
4.1	Chadsey-Rusch	O'Reilly (.50)	O'Reilly (.50)	O'Reilly (.50)
4.2	Rusch	Wilson (.50)	Wilson (.50)	Wilson (.50)
4.4	Lundstrom	.5 TBN	.5 TBN	.5 TBN
4.5	Renzaglia	Koterba-Buss (.50)	program ends	
4.6	DeStefano	Snauwaert (.50)	Snauwaert (.50)	Snauwaert (.50)
5	Lagomarcino	.5 TBN	.5 TBN	.5 TBN
6.1	Lagomarcino	-	-	-
6.1a	Rusch/Destefano	.5 TBN	.5 TBN	.5 TBN
6.2	Heal	.5 TBN	.5 TBN	.5 TBN
6.3	Lundstrom	-	-	-
6.4	Harnisch	.5 TBN	.5 TBN	.5 TBN
6.5	Stake	.5 TBN	.5 TBN	.5 TBN
7	Rusch/DeStefano	-	-	-
8	Rusch	-	-	-

TBN - To be named

Task 4.3: Completed

Management Plan for Year 5

TASK 7: Experience for Graduate Students

Task Managers: Drs. Frank Rusch and Lizanne DeStefano

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
7.1	Select students and assign to task managers	List of students by tasks	8-21-89	ongoing	FR, LD, TM CD
7.2	Notify all applicants of their status	Letters	8-21-89	ongoing	FR, LD, TM, CD
7.3	Review and evaluate students' work on tasks	Evaluation	5-21-90	ongoing	FR, LD, TM, CD

FR - Dr. Frank Rusch
LD - Dr. Lizanne DeStefano
TM - Task Manager
CD - Cindy Dobbs

TASK 8: Performance Measurement System

(Dr. Frank R. Rusch and Dr. Lizanne DeStefano)

Summary of Year 4 Activities

The performance measurement system of the Institute is designed to provide formative and summative evaluation of Institute activities and products. Formative evaluations are attained through our monthly reporting system; a copy of the form follows. Each month all objective managers are responsible for documenting all tasks completed in the preceding month, tasks continued, tasks begun, and slippages. Reasons for the slippages and action(s) needed and taken are documented on the monthly report.

During the past year there were no major slippages. There were a number of minor activity delays, but these delays did not result in our failure to meet production deadlines.

Table 8.1 overviews faculty assignments for 1989-90 (months 49 through 60). Note that the table also points to previously reported assignments if a discrepancy existed.

The following persons served on the Institute Advisory Committee during Year 4:

Dianne E. Berkell, Ph.D., Long Island University - C.W. Post Center
Dan Hulbert, Whittier (CA) Union High School District
Gary Lambour, Ph.D., Connecticut State Department of Education
Joel Levy, Young Adult Institute, New York
Robert L. Linn, Ph.D., University of Colorado - Boulder
Dennis Mithaug, Ph.D., University of Colorado - Colorado Springs
Jeri Nowakowski, Ph.D., Northern Illinois University
Nick L. Smith, Ph.D., Syracuse University
Carl Suter, Governor's Planning Council on Developmental Disabilities
Craig Thornton, Ph.D., Mathematica Policy Research
Ann Turnbull, Ph.D., Joseph P. Kennedy, Jr. Foundation
Timm Vogelsberg, Ph.D., Temple University
Paul Wehman, Ph.D., Virginia Commonwealth University
Claude Whitehead, Washington, DC
Russell Zwoyer, University of Illinois at Urbana-Champaign

Most of these members attended the Project Directors' Fourth Annual Meeting. At this meeting all products were reviewed by the Committee, and a complete overview of the performance of the Institute was made.

A new Advisory Board was named for Year 5. This board was composed of incumbent members and new appointees. The following persons serve on the Institute Advisory Committee for Year 5:

Dianne Berkell, Ph.D., Long Island University
Eugene Edgar, University of Washington
Dan Hulbert, Whittier (CA) Union High School District
Gary Lambour, Ph.D., Connecticut State Department of Education
Joel Levy, Young Adult Institute, New York
Robert L. Linn, Ph.D., University of Colorado - Boulder
Dennis Mithaug, University of Colorado - Colorado Springs
Nick L. Smith, Ph.D., Syracuse University
Carl Suter, Governor's Planning Council on Developmental Disabilities
Craig Thornton, Ph.D., Mathematica Policy Research
Ann Turnbull, Ph.D., Joseph P. Kennedy, Jr. Foundation
Timm Vogelsberg, Ph.D., Temple University
Paul Wehman, Ph.D., Virginia Commonwealth University
Claude Whitehead, Washington, DC
Russell Zwoyer, University of Illinois at Urbana-Champaign

Overview of Year 5 Activities

The primary formative activities of Task 8 will center around the monthly administrative report, quarterly financial reports, and the Annual Report. The monthly administrative report will focus upon activities undertaken to meet performance and product deadlines.

Table 8.1. Reported and Actual Institute Faculty, Task Assignment and Full Time Equivalent for Months 39 through 48

Task	Fall	Spring	Summer
1	Leach (.50)	Leach (.50)	Leach (.50)
2	Levy (.10) Dobbs (.10)	Levy (.10) Dobbs (.10)	Levy (.10) Dobbs (.10) Nichols (.10)
3	Levy (.40) Dobbs (.25)	Levy (.40) Dobbs (.25)	Levy (.40) Dobbs (.25) Nichols (.25)
4 Administration	Rusch (.10)	Rusch (.10)	Rusch (.25)
4.1	Chadsey-Rusch (.25)	Chadsey-Rusch (.25)	Chadsey-Rusch (1.0)
4.2	Rusch (.20)	Rusch (.20)	Rusch (.20)
4.4	Lundstrom (.50)	Lundstrom (.50)	Lundstrom (.50)
4.5	Renzaglia (.25)	Renzaglia (.25)	Renzaglia (.25)
4.6	DeStefano (.25)	DeStefano (.25)	DeStefano (.25)
5	Rugg (1.0) McWilliams (1.0)	Rugg (1.0) McWilliams (1.0)	Lagomarcino (1.0) Rugg (1.0) McWilliams (.50)
6 Administration	DeStefano[2] (.15)	DeStefano[2] (.15)	DeStefano[2] (.15)
6.1	Rusch (.05) DeStefano (.10)	Rusch (.05) DeStefano (.10) Tu (.50)	DeStefano (.10) McWilliams (.50) Tu (.50)
6.2	Heal (.25)[1]	Heal (.25)[1] Rusch (.05)	Heal (1.0) Rusch (.10)
6.3	Lundstrom (.25)	Lundstrom (.25)	Lundstrom (.25)
6.4	Harnisch (.35)	Harnisch (.35)	Harnisch (1.0)
6.5	Stake (.10)	Stake (.10)	Stake (.10)
7	Rusch (.10)	Rusch (.10)	Rusch (.10)
8	Rusch (.10) Dobbs (.65) Nichols (.40) Hourly	Rusch (.10) Dobbs (.65) Nichols (.40) Bates (.50) Norman (.64) Hourly	Rusch (.10) Dobbs (.65) Nichols (.40) Bates (.50) Norman (.64) Hourly

[1] Contributed

[2] Includes responsibilities associated with all tasks

Task 4.3: Completed

Table 8.2. Projected Institute Faculty, Task Assignment and Full Time Equivalent for Months 49 through 60

Task	Fall	Spring	Summer
1	Leach (.50)	Leach (.50)	Leach (.50)
2	TBN (.25)	TBN (.25)	TBN (.25)
3	Levy (.50)	Levy (.50)	Levy (.50)
4 Administration	Rusch (.10)[1]	Rusch (.10)	Rusch (.10)
4.1	Chadsey-Rusch (.25)	Chadsey-Rusch (.25)	Chadsey-Rusch (.25)
4.2	Rusch (.25)	Rusch (.25)	Rusch (.25)
4.4	Lundstrom (.50)	Lundstrom (.50)	Lundstrom (.50)
4.5	Renzaglia (.25)	None	None
4.6	DeStefano (.25)	DeStefano (.25)	DeStefano (.25)
5	Lagomarcino (.75) TBN (1.0) Leach (.25)	Lagomarcino (.75) TBN (1.0) Leach (.25)	Lagomarcino (.75) TBN (1.0) Leach (.25)
6 Administration	DeStefano (.15)[1]	DeStefano (.15)	DeStefano (.15)
6.1	Lagomarcino (.25) Tu (.50)	Lagomarcino (.25) Tu (.50)	Lagomarcino (.25) Tu (.50)
6.1a	Leach (.25)	Leach (.25)	Leach (.25)
6.2	Heal (.25)[2]	Heal (.25)[2]	Heal (.50)
6.3	Lundstrom (.25)	Lundstrom (.25)	Lundstrom (.25)
6.4	Harnisch[3]	Harnisch[3]	Harnisch (1.0)
6.5	Stake[3]	Stake (.10)	Stake (.10)
7	Rusch	Rusch	Rusch
8	Dobbs (1.0) Nichols (1.0) Hourly	Dobbs (1.0) Nichols (1.0) Hourly	Dobbs (1.0) Nichols (1.0) Hourly

[1] Includes administrative responsibilities

[2] Contributed

[3] Sabbatical

Task 4.3: Completed

Management Plan for Year 5

TASK 8: Performance Measurement System

Task Managers: Dr. Frank R. Rusch and Dr. Lizanne DeStefano

	Activity	Product	Date of Initiation	Date of Completion	Personnel Involvement
8.1	Send Monthly Reporting Form to all task managers	Monthly Reporting Form	5th of each month	10th of each month	CD, TM
8.2	Collect and summarize Monthly Reporting Forms into Monthly Administrative Report	Monthly Administrative Report	10th of each month	15th of each month	FR, CD
8.3	Submit Quarterly Financial Report (HEW Form 646)	Form 646	quarterly	quarterly	C&C
8.4	Submit products to Project Officer	Products	ongoing	ongoing	FR, CD
8.5	Submit Annual Report	Annual Report	6-30-90	7-30-90	FR, IS

CD - Cindy Dobbs
TM - Task Manager
FR - Dr. Frank Rusch
LD - Dr. Lizanne DeStefano
C&C - Grants and Contracts Office, U of I
IS - Institute Staff

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